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ABSTRACT

Guidelines on study abroad are presented to assist advisers, administrators, and faculty committees. Topics include the following: rationale for international education; educational opportunities abroad for U.S. students; development of advisory services; the nature of the profession of study abroad advising; desirable attributes and backgrounds for study abroad advising; training to be a study abroad adviser; roles of national organizations; basic principles of the advisory process; the student's objectives; advising strategies; student's preparation for study abroad; travel in other countries; short-term employment abroad; voluntary service abroad; long-term and career employment abroad; on-campus and off-campus adviser's resources; administering the advisory office (staffing, office space and location, budgeting, office organization, and evaluation of advisory services); characteristics of good study abroad programs; institutional policy on study abroad; program planning and implementation; legal considerations; and emergencies. Appended materials include a bibliography and list of acronyms, information on summer jobs abroad, sample study abroad application form, and a program evaluation form (student opinion). (SW)

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# Study Abroad: Handbook for Advisers and Administrators

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GUIDELINE SERIES: 10

# PREFACE

This guideline on study abroad was conceived as a reference work to which advisers, administrators, faculty committees, and others concerned can turn for information, points of view, practices, alternatives, suggestions and cautions. The guideline is in outline form to facilitate finding topics of interest. In a number of cases the same information is given in two or more contexts to which it relates.

This publication is intended to be of help to new people preparing for or entering the field of advising U.S. students on opportunities abroad, and to administrators, faculty committees and others involved with campus services and programs. In a small school with a volunteer or part-time adviser, functions and program elements that fit the local situation can be selected and adapted. In larger institutions with greater needs and more elaborate programs, the guideline can serve as the basis for review and modification of practices. It also should be helpful to administrators in understanding the needs and operations of advisory services and programs for which they are responsible. The guideline identifies good and poor practices, but it is basically descriptive rather than prescriptive. Each campus, large or small, must decide for itself what advisory services and programs it will provide and the functions and procedures that will be approved for them.

Many people have contributed to this volume. The original concept was developed by the 1977-78 Publications Task Force of the NAFSA Section on U.S. Students Abroad (SECUSSA), of which Jolene Koester (University of Minnesota) was chairwoman. The SECUSSA National Teams of 1977-78 with Nancy McCormack (University of Tennessee-Knoxville) as chairwoman, and 1978-79 under the leadership of Jon Booth (University of Michigan) have given helpful guidance and encouragement. Hugh Jenkins, Mary Chance, Archer Brown and William Bray, editor of NAFSA publications, of the NAFSA Central Office staff; Colleen Zarich and Allan Horst of the Council on International Educational Exchange; and Gail Cohen of the Publications Office, Institute of International Education, have been enormously helpful. Additional readers of the manuscript whose perceptive suggestions have been used were William Allaway, University of California; Jean Delaney, University of Colorado; Dorothy Foley, Iowa State University; James Frey, World Education Services; Homer Higbee and Norris Bryson, Michigan State University; Lewis Hoskins, Earlham College; Alan Huntsberger and Henry Weaver, Goshen College; Donald Myers, New York State University College, Brockport; Kenneth Rogers, Indiana University; and Robbins Winslow, Trinity College. Lily von Klemperer and several of those already named assisted with the bibliography.

It has been a privilege to be entrusted with this project, and I hope the guideline will prove to be of benefit in expanding and improving opportunities for U.S. students abroad.

Ivan Putman, Jr.
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February, 1979

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# CONTENTS


1. **RATIONALE AND BACKGROUND** 1
   - Rationale for International Education 1
   - Educational Opportunities Abroad for U.S. Students 1
   - Development of Advisory Services 2

2. **THE PROFESSION OF STUDY ABROAD ADVISING** 5
   - Who Is in the Field? 5
   - The Nature of the Work 5
   - Desirable Attributes and Backgrounds for Study Abroad Advising 6
   - Training to be a Study Abroad Adviser 6
   - The Roles of National Organizations 7

3. **THE ADVISORY PROCESS** 9
   - Basic Principle 9
   - Basic Reference 9
   - Student's Objectives 9
   - Advising Strategies 10
   - Student's Preparation for Studying Abroad 11

4. **ADVISING ON OTHER EXPERIENCES ABROAD** 15
   - Travel in Other Countries 15
   - Short-Term Employment Abroad 16
   - Voluntary Service Abroad 17
   - Long-Term and Career Employment Abroad 17

5. **THE ADVISER'S RESOURCES** 19
   - On-Campus 19
   - Off-Campus 22

6. **ADMINISTERING THE ADVISORY OFFICE** 25
   - Defining Functions 25
   - Staffing 25
   - Office Space and Location 26
   - Budgeting 26
   - Office Organization 27
   - Evaluation of Advisory Services 27

7. **ADMINISTRATION OF STUDY ABROAD PROGRAMS** 29
   - Characteristics of Good Study Abroad Programs 29
   - Institutional Policy on Study Abroad 29
   - Program Planning and Implementation 30
   - Legal Considerations 47
   - Emergencies 48

8. **CONCLUDING STATEMENT** 51

**BIBLIOGRAPHY** 53

**APPENDICES**

A—Acronyms 55

B—Summer Jobs Abroad, International Center, University of Michigan 57

C—Sample Consortium Application Form for Study Abroad 59

D—Student's Evaluation of Overseas Academic Program Experience 65

# 1

# RATIONALE AND BACKGROUND

## Rationale for International Education

In this last quarter of the 20th Century the reality and irrevocability of the interdependence of peoples inhabiting planet Earth seem finally to be recognized as facts of life. Even the "super powers," previously considered by themselves and others to be invincible, have been forced to acknowledge that they can be brought to their knees by small and weak nations that just happen to be major producers of such essential natural resources as oil, copper, chromium, uranium, phosphates, aluminum and other materials required by major industrialized nations. Concerns for economic trends, and for prudent and equitable uses of the earth's environment, the sea and outer space make headlines and are the subjects of important international consultations and decisions, and of books, popular and scholarly articles, television programs, motion pictures and everyday conversation. Citizens of every nation also must be citizens of this "global village" in which we live.

It is the task of education the world over to provide the basic knowledge of peoples, their cultures and their interrelationships, if mankind is to survive. While this may seem an overstatement, many of the world's leaders and thinkers are convinced that it is a basic reality, and the *raison d'etre* for giving international education very high priority among the concerns of today's colleges and universities.

## Educational Opportunities Abroad for U.S. Students

This guideline will include discussions of each of the following types of experience in other countries, concentrating chiefly upon the first:

**I. Study.** Virtually throughout recorded history scholars have sought learning, both formal and informal, wherever it could be found, even if the effort required traveling to strange and distant lands. In colonial America it was not uncommon for the sons of well-to-do families to be sent to Europe for university studies, because few institutions of higher education existed in the colonies. The practice continued and slowly expanded throughout the 18th and 19th Centuries—an estimated 10,000 Americans are reported to have studied in Germany alone between 1815 and 1914, many of them in medicine and science. Many could afford to take the fashionable "grand tour" abroad for six months or a year, which was considered "broadening," but did not usually include formal study. Throughout this period those who did study abroad often stayed long enough to earn university degrees. The only really new developments in the 20th Century in study abroad have been:

1. The rapid expansion and institutionalization, especially in the United States, of learning outside one's own country.
2. The practice of accepting credits earned abroad toward requirements for U.S. degrees.
3. The advent of group study programs abroad, started in 1923 by the University of Delaware with a program in France.
4. Increasing frequency of graduate dissertation research abroad.

Since World War II study outside one's own country has become common throughout the world, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that well over half a million students are studying outside their homelands each year. The United States attracts about half of these, and they come from some 140 nations.

**II. Travel.** Individual and group travel by students to other countries also has become a widespread activity throughout most of the world, involving many more students than are in formal study programs. Most Western European countries, and some others, have extensive government-subsidized student travel organizations offering low-cost travel opportunities to bona fide students. The U.S. equivalent is the Council on In-

ternational Educational Exchange (CIEE), a private organization sponsored by a substantial group of member colleges and universities. CIEE books as many as 75,000 charter or scheduled airplane seats for traveling students each year.

**III. Employment abroad.**

*A. Short-term.* There are no current statistics on the numbers of young persons going abroad for short-term employment. Most go to Western Europe in the summer to work chiefly in hotels, resorts and homes. Some go for carefully planned and supervised jobs in technical fields related to their studies.

*B. Long-term and career employment.* Students returned from initial experiences abroad are increasingly asking study abroad advisers for information on longer term employment possibilities or even life-time careers in other countries. Peace Corps service, teaching English as a foreign language and work with multinational corporations are among the possible opportunities.

*C. Voluntary service.* This is a category of employment abroad which has declined somewhat in recent years, but many opportunities are still offered. Sponsors are usually private organizations, often religious denominations. Programs usually are in developing countries in such fields as health, social services, agriculture and education, the latter often with emphasis on adult literacy. Sometimes no salary is paid, and participants may be expected to pay all of their own expenses. Another form of voluntary service open to students from all countries is the *work camp* which brings students together to do a variety of manual labor jobs for the public good. There are hundreds of such projects in many countries of the world.

## Development of Advisory Services

No history of the development of assistance to students seeking educational opportunities abroad has yet been written, but many U.S. colleges and universities now have some kind of advisory service.

**I. Rationale.** Reasons for providing assistance to students interested in experience abroad include the following:

*A.* U.S. students in general are provincial—many have never been outside their own states, or even the cities or counties in which they were born. College graduates often know little of the rest of the world, and are ill-prepared to exercise the responsibility of citizenship in a nation which is a world leader, but is also very dependent upon its interrelationships with other nations.

*B.* Students who have gone abroad independently for study sometimes have chosen poorly planned and inadequately administered programs for which the home institution could not in good conscience grant academic credit. Some have been victimized by unprincipled and inefficient operators of study programs, job services or tours; and some have also found themselves in serious trouble abroad because of drug involvement or other unwise actions.

*C.* U.S. consular offices and embassies in other countries have often been called upon to deal with individual students and groups in trouble because of ignorance, poor planning, inadequate finances, or insensitivity to host country customs and conditions. The U.S. Department of State and the U.S. International Communication Agency have asked institutions and concerned organizations to help reduce the problems by devising ways of preparing students for experiences abroad.

*D.* Students themselves, often with strong faculty support, have urged their institutions both to provide educational programs abroad, and to appoint qualified advisers to help guide students through the maze of programs offered by an increasingly bewildering variety of institutions, organizations, agencies and individuals, both U.S. and foreign based. Advertising for such programs always sounds fabulous, but unfortunately the reality sometimes falls far short of the advance billing.

*E.* Not the least of the incentives for establishing advisory services is the fact that many educators around the world have become convinced that a well-planned educational experience outside one's own country can be the most dramatic and effective means currently available to internationalize the perspective, learning, attitudes and understanding of students. An estimated 25,000 to 35,000 U.S. students participate in academic year, semester, and short-term study programs in other countries annually, and, probably twice or three times that number go abroad for travel, work or volunteer services.

**II. Institutional responsibility.** Because credit toward degrees is almost always an expected outcome of study abroad, U.S. colleges and universities feel it is part of their academic responsibility to advise prospective students. The numerous study opportunities vary widely in sponsorship, level, content, academic quality, patterns of instruction and supervision, length, location, cost, administrative arrangements and many other factors. Advisory services are charged with helping students make academically acceptable choices and assuring that recommended and approved overseas study is at least equal in quality to home campus offerings. Many institutions, large and small, establish and administer their own study abroad programs, thus assuming responsibilities for academic standards and competent manage-

ment. In some cases two or more institutions share responsibilities and benefits of programs which they jointly sponsor under consortium agreements. No institution or consortium can offer study opportunities to satisfy the interests of all its students who want to go abroad, and the advisory responsibility is therefore extended to provide information on acceptable programs of other sponsors.

**III. Institutional policy and procedures.** Recognizing both faculty and student interest in study abroad and institutional responsibilities for guidance in the field, it is essential for each college or university to establish and make known its policies and procedures with respect to study abroad. Policies should be recommended by a broadly representative faculty committee, and should include the following:

*A.* Pre-departure approval of students' study abroad plans, and estimation of the amount of credit that will be granted upon receipt of documentary evidence of satisfactory completion of courses taken abroad.

*B.* Kinds of study abroad experiences that will be considered for credit, including direct enrollment in (1) foreign universities; (2) foreign student institutes administered by foreign universities or private organizations; (3) programs sponsored by U.S. colleges and universities, consortia, nonacademic organizations, corporations or individuals; and (4) independent study and research.

*C.* The level of study abroad that will be approved—freshman, sophomore, junior or senior undergraduate, or master's or doctoral level graduates. This may vary within different curricula.

*D.* The length of study experiences that will be permitted and credited—one- to ten-week interim or summer term programs, quarter, semester, academic year or longer periods of study abroad.

*E.* Documentation required for certification of credit, procedures for converting foreign grades to U.S. equivalents, and processes and personnel for reviewing and approving credit for academic work successfully completed.

*F.* If the institution is to operate its own programs in other countries, policies will be needed on program planning and lead time required; submission and approval of program proposals; selection of program locations, and site visits to negotiate or confirm arrangements; publicizing programs and recruiting students; selection and responsibilities of faculty directors and student participants; required advance preparation and orientation of both directors and students; budgeting of expenses to be paid by the institution and by participants; arrangements for instruction, housing, food and health services, health and accident insurance and claim services, academic and personal advising, field trips, and access to resources at foreign locations; policies with respect to program personnel employed in the host country, procedures for paying them and conformity with relevant laws and customs; arrangements for transportation to and at the program site abroad; operation, reporting, and evaluation of programs; revision of future program plans in the light of experience; and assignment of responsibilities to the study abroad adviser and others as appropriate.

**IV. Place of the advisory service in the institutional structure.** There is no uniformity in the location of the advisory services on educational opportunities abroad in institutions' administrative hierarchies. It is common, however, to view these services as institution-wide in nature and function. Typical organizational patterns are:

*A. Academic affairs.* A common and generally preferred structural pattern places the study abroad office under the vice president or dean for academic affairs, especially in institutions which operate their own study programs in other countries and give the study abroad office both administrative responsibility for programs and an advisory role. This location has the advantage of emphasizing that study abroad is an academic pursuit, and that it is institution-wide. Virtually every field of study has its international and comparative aspects which can be more effectively pursued through a study abroad experience than in study confined to the home campus.

*B. International education office.* Establishing a separate international education office under the president or the vice president or dean for academic affairs also is becoming quite common. It may combine the administrative and advisory functions for U.S. students going abroad with those for foreign students coming to the campus. Since the techniques for advising participants in international student and scholar interchanges are very much the same regardless of the direction of travel, this can be an efficient plan. There is less similarity in administrative tasks for the two groups, but they can easily be handled together. Such an office may also be given responsibility for other institution-wide international concerns.

*C. Student affairs.* The advisory service on experiences abroad may also be in the domain of the vice president or dean for student affairs. Sometimes it is more or less buried as part of the program of the student union or center. To be really effective it definitely should be a separate administrative unit with a professional director.

*D. Miscellaneous patterns.* The study abroad office is in some cases under the dean of arts and sciences, on the assumption that overseas aca-

demic programs will be confined to the humanities and social sciences, with rare and minimal involvement of the natural sciences, and no participation from other fields. In some smaller institutions the study abroad operation may be attached to the president's office or to that of some other official who has a strong personal interest in it. Continuing education or an office of external studies may be the umbrella under which both the advisory function and administration of study abroad programs are placed. At institutions which do not administer study abroad programs of their own and have made no formal and official provision for an advisory service, an interested faculty or staff member may provide limited informal service to students, either as a kind of committee assignment, or informally during free time because of personal interest and recognition of the need. Occasionally admissions or registrar's office personnel do whatever advising is done.

# 2

# THE PROFESSION OF STUDY ABROAD ADVISING

The recognition of the need for advisory services on college and university campuses for U.S. students going abroad has resulted in the development of a new professional area within the general field of international education. This occurrence has followed by perhaps 15 years the comparable recognition of the need for special advisory services for foreign students coming to U.S. campuses.

## Who Is in the Field?

It is estimated that 1,200 to 1,500 colleges and universities in the United States have designated persons to serve as advisers to U.S. students going abroad. Although there has been no national survey to provide statistics on these men and women, some are or have been faculty members in a wide variety of fields, perhaps most often in one of the liberal arts. Many have worked in other administrative or advisory fields. Their ages vary widely, but probably the majority are relatively young. Many have themselves had significant experiences abroad—such as study, Peace Corps, travel, teaching or other employment, or volunteer service.

## The Nature of the Work

Interest in study abroad advising on a campus usually begins with recognition of the need and designation of a person to try to meet the need. The person chosen is sometimes asked to do the work without released time from other duties, an indication of gross misunderstanding of the nature of the job. In other cases part-time or full-time appointments are made. Whatever the situation, individuals must begin with those aspects of the work that most urgently need attention, implementing other functions and ideas as interest, skills and programs develop. Those who are most experienced and successful in the field never stop seeking new ideas and techniques through evaluating their own work, exchanging ideas with professional colleagues, inviting student and staff reactions, and seeking new materials and new and better ways of doing things. This is as true of the "no-time," quarter, or half-time person as it is of the full-time administrator of an elaborate and well-staffed large campus program. The work of the adviser may involve few or many of the following functions, depending upon the size of the institution and the extent to which the advisory service has developed:

**I.** The basic job is advising students on investigating and planning for study abroad. It always entails collecting, organizing and becoming familiar with information on a broad range of available opportunities, and learning the techniques of assisting students in making informed, realistic choices of study programs that will best meet their needs.

**II.** On virtually all campuses advisers also provide at least minimal help to students interested in travel, work, technical training or volunteer service in other countries. Although more students may seek such non-academic opportunities abroad, the academic institution generally regards study abroad advising as the main job of the adviser.

**III.** If the institution operates its own study abroad programs, the adviser probably becomes involved in working with departments or faculty committees in program planning and in such administrative functions as policy determination; selection of program directors; recruitment, selection and orientation of participants; developing cost estimates; continuing contact with students while they are abroad; and making advance arrangements for registration and housing for their first term back on the campus.

**IV.** The adviser is almost universally an interpreter to students, faculty and officials of any relevant existing institutional policy on study abroad. Where no policies exist, the adviser becomes a key person in developing them, and later the primary administrator of some of those adopted.

**V.** In cooperation with the financial aid office, the adviser may assist students in identifying sources of financial assistance for study abroad.

**VI.** The adviser may plan and conduct workshops, "meet-the-returnees" nights, travel fairs, and other programs to publicize study abroad opportunities and interest students in exploring the possibilities.

**VII.** The adviser often assists faculty and staff members in identifying opportunities abroad which may interest them.

**VIII.** The adviser will usually confer with deans, department heads, and academic advisers on students' interests in overseas study, and with these and the admissions and registrar's offices on evaluation and transfer of credit for study abroad.

**IX.** The adviser may involve students and faculty returned from experience abroad in projects designed to enrich the curriculum and the extracurricular life of the campus, and in the preparation of other students planning to go abroad for study.

**X.** In cooperation with the foreign student adviser, the adviser may mobilize willing foreign students and visiting foreign faculty as resources for U.S. students and faculty interested in study and research in other countries. This might be combined with international dinners or international festivals of arts and crafts.

**XI.** The adviser usually makes available to students planning to study abroad such aids as International Student Identity Cards, American Youth Hostel Association memberships, travel information, guidebooks, and other relevant materials.

**XII.** The adviser may assist the student government, the alumni association, or other campus organizations in planning, recruiting for and managing recreational trips outside the United States, such as ski trips to Canada or Switzerland, or spring vacation trips to the Caribbean or Mexico.

## Desirable Attributes and Background for Study Abroad Advising

The following are among the qualities and experience that help the adviser to do a professional job, regardless of the size of the institution or the amount of time allotted to the work:

**I.** A **strong commitment** to the values of international dimensions in the education of all students.

**II.** A **deep interest in students** and experience in working with them individually and in groups. Some background in counseling may be helpful.

**III. Positive interest and experience in other cultures** and intercultural situations, possibly including studying, living or traveling abroad, learning another language, and/or academic or personal study of the cultures and educational systems of other countries.

**IV.** The **ability to organize** and make some sense out of a multifaceted field and the written materials it produces, and to relate to people who work in the field and the customers it attracts.

**V.** The **patience** to help students learn enough about their own needs, capacities, best interests, and resources, and about available opportunities abroad, to make intelligent choices and plans for sojourns in other countries.

**VI.** The **perceptiveness** to distinguish between the unique, the superior, the ordinary and the undesirable among the study abroad opportunities available, and among the people who run them.

**VII. Willingness to participate** in, learn from, and contribute to relevant professional activities and organizations for self-development and the benefit of others in the field.

**VIII. Good budget sense,** both in advising students in their financial planning and in running an office or a study abroad program.

**IX. Enthusiasm** for study abroad and its values.

## Training to be a Study Abroad Adviser

There is currently no university degree program specifically designed to prepare study abroad advisers. Those working in the field come from a wide variety of academic specialties, perhaps the most relevant of which might be counseling or student personnel administration. However, many successful advisers have entered the field from widely diverse backgrounds and with little relevant training. Whether full-time, part-time or volunteers with no allocation of time, advisers are expected quickly to become professional in the work. As their effectiveness increases, their activities expand and are better recognized and supported. Advisers need to be organizers, administrators, promoters, teachers, diplomats and sometimes defenders of their domains. Those who start advisory services, especially on small campuses, have learned the job by doing it, and by participating actively in a wide variety of in-service training activities, such as:

**I.** Extensive reading of professional materials, such as those listed in the bibliography compiled by the Section on U.S. Students Abroad (SECUSSA) of the National Association for Foreign Student Affairs (NAFSA). The bibliography for this guideline is largely selected from that list.

**II.** Attending local, regional, and national workshops and conferences, including those sponsored each year by NAFSA and the Council on International Educational Exchange (CIEE).

**III.** Visiting and conferring with experienced colleagues in the field, perhaps through an In-Service Training Grant from the NAFSA Field Service Program.

**IV.** Making use of the NAFSA consultation service to invite an experienced consultant to the campus to make recommendations on development of study abroad programs and advising services.

**V.** Conferring widely on the campus with administrators, faculty, and students to learn what they believe a study abroad advisory service should be like and what it should do. Those who have themselves studied or had other significant experiences abroad can be particularly helpful.

**VI.** Constantly working to (a) encourage interest in the international dimensions of education; (b) organize the office to provide optimum service to students and faculty; (c) expand knowledge of available programs and assemble materials about them; and (d) cooperate with faculty and student leaders interested in study abroad and its promotion.

**VII.** Traveling abroad when that is possible, and gaining intercultural experience at home through getting to know foreign faculty and students and local ethnic groups, and participating in local cross-cultural programs and activities.

**VIII.** Experimenting continually with new ideas and techniques.

## The Roles of National Organizations

Three national organizations are particularly relevant to the professional needs and interests of study abroad advisers, and make important contributions to their development and work:

*A. The National Association for Foreign Student Affairs (NAFSA).* NAFSA was organized in 1948 as the National Association of Foreign Student Advisers. In the late 1950's it began to recognize the common concerns of foreign students coming to the United States and U.S. students going abroad. In 1961, a Committee on U.S. Students Abroad was established under the chairmanship of Dr. Leo Dowling of Indiana University. The association's name was changed in 1964, in part because of the rapid expansion of study abroad and of the fact that U.S. students are foreign students when they go to other countries. In 1971, the NAFSA Section on U.S. Students Abroad (SECUSSA) was officially established for those persons professionally involved in advising U.S. students seeking educational experiences abroad. In 1977, the Department of State's Bureau of Educational and Cultural Affairs (since April, 1978, a part of the U.S. International Communication Agency) broadened the scope of an existing grant to NAFSA to provide in-service training, consultation services and relevant publications for persons working in the study abroad field at U.S. colleges and universities. Local, regional and national conferences each year provide training, insight into problems and trends, and considerable opportunity to meet and "talk shop" with colleagues in the field.

*B. The Council on International Educational Exchange (CIEE).* CIEE was founded in 1947 as the Council on Student Travel, a membership organization of colleges and universities to provide low-cost transportation to and from Europe, initially on "student ships," which also afforded an opportunity for orientation of the passengers before arriving at their foreign destinations. The name was changed in 1966, as its member institutions became more involved with education abroad rather than travel. However, CIEE remains the closest American counterpart to the national youth travel agencies in other countries. The council's services include administration of study programs in France, Spain and the Soviet Union; a long list of excellent publications for students going to other countries; travel services to both Europe and Asia; a very helpful annual conference; a program evaluation service for its member institutions; a series of published occasional papers; and continuing availability of its staff to provide information and advice.

*C. Institute of International Education (IIE).* Since its founding in 1919, IIE has worked to build international understanding and a more peaceful and productive international order through the exchange of students and scholars, knowledge and skills. IIE administers the student-level Fullbright-Hays Program and other international scholarship programs. IIE publications, including a number of important reference books on study abroad, are basic sources of information on international educational exchange. In addition, IIE headquarters, in response to mail and phone queries, can provide information on wide-ranging topics—from what national screening committees look for in reviewing Fulbright applications to potential sources of financial aid.

# 3

# THE ADVISORY PROCESS

## Basic Principle

As in all advisory or counseling situations, *the adviser's role is not to make students' decisions for them, but rather to help them arrive at their own informed decisions on what action to take.* Students must take the initiative and do the preliminary investigation necessary to determine why they want to go abroad, and must make all of the necessary choices, such as program, location, length of stay, transportation, housing, optional travel, health and accident insurance and funds needed.

## Basic Reference

The single most valuable guide to the student, and perhaps to parents and the adviser also, is *Students Abroad—A Guide for Selecting a Foreign Educational Opportunity* prepared by the Task Force on Study Abroad of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association for Foreign Student Affairs (NAFSA), and published by NAFSA in 1979. The document discusses objectives, types of educational programs and sponsors, academic credit, financial aid, and the process of evaluating and selecting an academic opportunity abroad. It ends with a check list of steps to follow, and includes a modest bibliography of major sources of information. Each section of the pamphlet gives important questions that should be asked and answered in the selection and planning processes. *Students Abroad* is not only a valuable aid in choosing a suitable educational experience abroad, but is also useful for systematic personal planning for the time abroad. The publication is available in quantity for distribution to students for postal and handling charges. (See the bibliography at the end of this guideline for other printed materials that may be of value.)

## Student's Objectives

An essential first step in the advisory process is to help the student arrive at realistic answers to the question, "Why do I want to go abroad?" Answering this important initial question may be a difficult task which will take time and be dependent to some degree on what the student learns in the process of investigating the facts and figures of study abroad possibilities. Examples of possible objectives are:

**I. Positive goals.**

*A. To obtain a unique study opportunity* with important dimensions not available on the home campus.

*B. To learn or improve proficiency* in a foreign language.

*C. To experience immersion in another culture* and gain both an appreciation of its people and their values, and a different perspective on one's own culture and country.

*D. To find adventure.* This is an almost universal motivation for going abroad—meet new people, see new things, observe different customs, eat strange foods, "get out of a rut" by traveling to an exciting and different environment.

**II. Possible negative goals.** The student may not be aware of these, or may not wish to reveal them:

*A.* To go because a friend is going and urges the student to go along.

*B.* To get away from an unsatisfactory home or school situation.

*C.* To improve poor academic performance by a change of setting.

*D.* To break with a girl or boy friend.

*E.* To resolve difficult psychological problems.

**III. General principle.** It is best to go abroad primarily for unique learning and experience not available at home. It is never wise to go only to get away from problems existing in the home situation. While a change of location may at first seem to relieve some personal pressures, the problems

may be considerably increased by the inevitable anxieties caused by loss of the security of being in a familiar setting, and the need for adjustment to a foreign culture, educational system and social environment.

## Advising Strategies

The following are steps that advisers may take or suggestions they may make to students. The three suggested interviews represent stages in the process, and each may spread over several sessions. No two students are the same, and the steps and suggestions will therefore have to be used selectively in whatever order and at whatever times seem right for the particular advisee.

**I. Initial interview.**

*A.* Find out a little about the student—year in school, major, academic standing, home town, family situation, previous travel, occupational interest, time of year planned for going abroad, possible length of stay, tentative thoughts on study versus travel or other experience abroad, possible study field and location abroad, financial resources, attitude of parents, and other questions that will begin to give the student an idea of what is involved in study in another country.

*B.* Discuss the question of objectives and make appropriate suggestions for steps to help make them realistic and definite.

*C.* Give the student the AACRAO-NAFSA Task Force brochure, *Students Abroad—A Guide for Selecting a Foreign Educational Opportunity*, and suggest its careful perusal.

*D.* Note that study abroad is the most significant and exciting educational experience of their lives for most students. It therefore merits very careful planning. Discuss desirable and necessary lead time to make complete plans—most advisers recommend four to twelve months for advance planning. Longer lead time is needed for longer programs.

*E.* Suggest spending an hour or two in the study abroad office skimming information on study possibilities in countries of most interest, beginning with those administered by the home campus or consortia in which it participates.

*F.* Suggest a preliminary discussion with the student's academic adviser or department head to learn about policy for giving credit for study abroad and what effect study abroad might have in terms of applicable credit toward a degree, time of graduation, and advantage in the job market after graduation.

*G.* Begin consideration of program costs and available ways of meeting them. Suggest early talks with parents and the financial aid office.

*H.* Suggest arranging a second interview in the study abroad office when these steps have been taken and tentative objectives for going abroad have been formulated.

**II. Second interview.**

*A.* Evaluate the student's progress in identifying specific objectives for the sojourn abroad, review significant findings so far on study opportunities, reactions of academic adviser and parents and anything else the student wants to report or discuss.

*B.* Suggest appropriate steps for the student to take to arrive at reasonably firm decisions on three or four study possibilities to which application might be made. These steps could be written on a sheet to give to the student for reference, but they should probably be discussed briefly. Suggestions might include:

1. Spending time in the study abroad office reading whatever is available on existing programs sponsored by the home institution and others in the United States or by universities in countries the student is considering. While programs of non-academic sponsors are also possibilities, they must be checked very carefully, especially if the student expects to earn academic credit for them.

2. Gathering information about the possible programs from their sponsors, if it is not available in the study abroad office, and about foreign institutions and educational systems to which the programs are attached. Foreign government information services in New York City, cultural offices of embassies in Washington, D.C., and consulates in other major cities also may have useful information about the educational systems, institutions, and programs, and also about the life and culture of their countries. The more one knows about the foreign academic system and its expectations, the better one can cope with it.

3. Reading as much as possible about the country or countries of interest either in the study abroad library or the main campus library.

4. Conferring again with the student's academic adviser or department head about the acceptability of specific programs.

5. If a foreign language would be necessary, checking with the appropriate department about getting proficiency checked and/or starting intensive study to improve proficiency.

6. Talking with students or visiting professors from countries of interest if they can be found on the home campus or at others nearby. Do the same with U.S. students and faculty returned from sojourns in those countries.

7. Checking costs of possible programs, being sure that all necessary items of expense are included. Some program literature may not itemize costs, and some may indicate what the program

charge covers, but omit such essentials as lunches or weekend meals, health and accident insurance, and travel from home to the U.S. embarkation point, or from the debarkation city abroad to the program site. Also note that almost all study abroad students spend substantially more on elective travel than they expect.

8. Comparing costs with possible financial resources. Confer with parents on family resources, and check financial aid information in the study abroad office. If the student will be enrolled at a U.S. institution while abroad, the financial aid office should also be consulted about federal, state or institutional aids that might be available.

**III. Third interview.**

A. Help the student determine program choices.

B. Advise on submitting applications to the programs chosen. The student should apply to more than one program, unless there is reasonable certainty of acceptance by the first choice. Care should be exercised to follow instructions carefully, observe application deadlines and include all documents requested. Failure to do so will delay consideration of the application, and may cause it to be rejected.

C. Advise on any institutional policies and procedures that may apply, such as:

1. Policy and procedures for payment of tuition and/or program fees, and on refunds if the student doesn't go or withdraws before the program is completed.

2. Policy on giving credit for overseas study, the need for prior approval by the student's department, and the procedure for submitting records of study completed abroad for evaluation and credit.

3. Policy and procedures for registration and housing for the first term back at the home campus after the sojourn abroad.

4. If the student is going abroad for independent study or direct individual enrollment in a foreign university, discuss any policies and procedures for reporting and granting credit.

**IV. Aids in advising.** Seasoned advisers who find themselves with more students seeking help than they can reasonably handle, or who realize that they are repeating the same information many times each day to different students, often work out techniques to make more efficient use of their time, and also add to the effectiveness of the advisory process. Some of these are:

A. *Fact sheets.* Many advisers have developed series of multilithed sheets on various topics. These are usually in readable outline form to give essential information. For example, the Study Abroad Office at the University of Michigan has fact sheets on options for study abroad, a predeparture check list, handling finances for travel, required travel documents, overseas weather, low-cost fares, various means of land travel and summer jobs abroad, among others.

B. *Reference check list.* It is often better for students to dig out information for themselves from some of the excellent source materials available than to try to take accurate notes while the adviser gives them the information orally. A check list of the major references can facilitate matters for both students and adviser.

C. *Referral to other authorities.* The adviser may alert the student to such a problem as credit for study abroad, for example, but there is no need to go into the subject in depth when another campus official is responsible for approving credit. The student should therefore be referred to that person. Involving other officials in this way not only saves time, but also helps build support for and understanding of the adviser's work.

D. *Group advising.* Sometimes it is possible to talk with a small group of students interested in the same program or the same kind of experience abroad. A group session may take a little longer than talking with one individual, but it will take much less time than successive individual interviews with each of the group members.

E. *Peer advising.* Returned study abroad students are often willing to help in advising others interested in going on the same program. However, it is wise to have a training session for them before referring students to them. The training might include discussion on what they considered important in their experiences, changes planned the next time the program goes and the advising process. Much misinformation and many misconceptions can be passed from student to student, but a student who has had a good experience abroad can be a very effective adjunct in the advisory process.

## Student's Preparation for Studying Abroad

Once the decision has been made to go to another country for study, the student should do as much preparing as possible to assure an experience of optimum value. Much of the content may be covered in an orientation program, but if that is scheduled just before departure, students should on their own initiative prepare as much as possible. Such preparation should include the following:

**I. The academic system abroad and its expectations.** The more advance information the students have on the academic system they are going to, the easier their adjustment will be, particularly if they will be attending foreign university classes and/or be taught by foreign faculty. Aspects to be investigated include methods of in-

struction and testing, expectations for class participation and written work, relations between students and professors, class attendance requirements, expected language proficiency, sources of outside help if needed, and procedures for access to libraries and other learning resources. Sources of such information include information provided by the program sponsors, library reference materials, information from foreign students and scholars from the country and from U.S. students or faculty who have been there, as well as materials from the information office, embassy cultural affairs office, or consulate of the country.

**II. Cultural orientation.** History, geography, economy, arts, politics, religion, customs, and problems of the country. Sources would be the same as above, with the additional suggestion that a good compact guidebook to the country be obtained from a bookstore. (Avoid guidebooks that concentrate on hotels, restaurants and shopping information for tourists.)

**III. Language proficiency.** If the host country language is not English, the student should work as much as possible to acquire or improve language proficiency. Depending on need, it may be advisable to enroll in one or two regular campus courses in the language or in an intensive language study program. Pocket translation dictionaries and phrase books can be useful while traveling in other language areas during holidays.

**IV. Program evaluation.** Students should know in advance that they are going to be asked to evaluate their experience in the program. They should be aware of the anticipated values of study abroad, and the attributes of a good program. With this knowledge they may be able to do a great deal during the course of the program to see that it achieves the expected standards.

**V. Liability.** It is not possible for a program sponsor to be responsible for the liability of any individual student. While instances involving personal liability would be rare, some institutions suggest that students check their parents' home owner and auto liability policies to determine whether the coverage would include the students while abroad.

**VI. Travel documents.** Well in advance of departure the following should be obtained if they are required or would be useful to the student while abroad:

*A. U.S. Passport.* Apply through the clerk of a federal court or state court of record, a judge or clerk of a probate court, an authorized postal employee or the nearest Passport Agency. Send the application, required photographs and fee to the Passport Agency at least two months before anticipated departure—three months would be safer in the spring or summer. Instructions and addresses of passport agencies are on the application form. For a new applicant a certified copy of a birth certificate or other evidence of citizenship is required. The Passport Office of the Department of State in Washington, D.C., published a list of state agencies from which birth records can be obtained, the fees they charge and a form for requesting the records. A passport is valid for five years, and the expiring passport is accepted as proof of citizenship for a new one.

*B. Health documents.* For some parts of the world, records of immunizations are required. These should be recorded on the U.S. Department of Health, Education, and Welfare form, "International Certificates of Vaccination," available in doctors' offices and at public health offices. If the student has allergies or any physical conditions for which treatment or medication might be needed while abroad, information and instructions from the student's physician should be carried with the passport.

*C. Visas.* While most European countries admit U.S. tourists for relatively brief stays without visas, an entry visa from a consulate or embassy of the country may be required for a student staying for a semester or more. For Eastern Europe, Asia and Africa visas are required even for a brief visit, and applications may have to be sent several weeks or months in advance of departure. Since late 1978, France also has required visas for all students. The program sponsor should let all participants know whether or not visas are needed, and provide instructions for getting them and paying any fees charged. The passport must be obtained before the visa will be granted.

*D. International Student Identity Card.* The campus study abroad office can arrange to sell these to students—contact the Council on International Educational Exchange (CIEE) for details. Cards are valid from October through December of the following year, and can be renewed abroad if the student is enrolled in a full-time study program. ID cards are essential to obtain the discounts frequently available to students on transportation, meals, lodging, and admission to theaters, concerts and museums.

*E. American Youth Hostel card.* The study abroad office can also arrange to distribute AYH memberships. Prices (1979) are $5 for junior memberships for persons 18 and under, and $11 for senior members 19 and above. Cards are also valid from October 1 through December 31 of the following year. Membership gives access to low-cost overnight accommodations for short-term stays in various cities in 48 countries. The *International Youth Hostel Handbook* is the directory of hostel locations published annually in two volumes, one for Europe and the other for the rest of the world. The 1979 price of each is $3.25. Both

memberships and handbooks can be purchased from CIEE and other national youth travel organizations.

*F. International driver's license.* If a student has any thought of driving a motor vehicle in another country, an international driving permit is desirable. The applicant must have a U.S. license that will be valid during the one-year life of the international permit. Two passport size photos and a $3 fee also are required. The permits are for sale at offices of the American Automobile Association and similar organizations, which also can provide information on driving rules, speed limits and the meaning of road signs. They also distribute maps for various countries.

*G. Official notice of study program participation.* This may be an acceptance letter, a special letter provided for identification by the sponsor or a campus ID card. The document should be carried by the student.

**VII. Travel arrangements.** Travel often is arranged by the program sponsor for the entire study group. If individual students are responsible for their own travel arrangements, reservations should be made well in advance—preferably three months or more for summer flights. Discount fares also may be available on a standby basis. Regardless of who makes travel arrangements, it is desirable to leave return travel open if possible. A substantial majority of students want to travel after their studies are completed, and do not want to be tied to a fixed return arrangement.

**VIII. Money.**

*A. Fund transfers.* Arrangements for funds to use abroad should be made in advance. Most people traveling abroad take some money in travelers' checks, the best and safest way to carry it. Bank checks may be used, but probably will not provide access to funds until two or three weeks after they have been deposited abroad. They must be cleared through the issuing U.S. bank before a foreign bank will release the funds. Additional funds from home should therefore be sent well in advance of the time the student will need them. In a financial emergency it may be useful to have an internationally recognized credit card, such as American Express, Visa or Master Charge.

*B. Exchange.* Cash and travelers' checks can best be changed for local currency at banks. Branch banks are almost always open at airports and railway stations at any time passengers from outside the country are arriving. Beware of national or local holidays when all banks may be closed. Travelers' checks can usually be cashed also at hotels, stores and restaurants, but the exchange rate will probably be less favorable than at banks or at offices of the company that issued the checks. One can buy small amounts of foreign currency before leaving the United States. Experience has shown that Americans remaining abroad for a substantial period of time usually do better by keeping their funds in dollar bank accounts and changing them to local currencies as needed. Few are able to succeed in profiting from gambling on fluctuations of exchange rates. Exchanging money outside of banks or other approved places may be a criminal offence in some countries, and there may also be stringent restrictions on taking the country's currency outside its borders.

**IX. What to take.** The following and other facts of travel lore are quickly learned both by advisers and students:

*A. General rule.* It is important for students to talk about what to take with those who have had recent experience in the country to which they plan to go. The general rule is to "travel light" insofar as possible. Luggage should be limited to what the individual can carry without the help of porters or friends, even though clothing, film and other essential items may be much more expensive abroad than at home.

*B. Clothing.* Before deciding on clothing to take, the climate of the country should be carefully checked. For example, temperature and humidity may combine to make even southern Europe and the Middle East uncomfortably cold in the winter, and neither houses, classrooms or offices are heated as much as Americans are accustomed to. If the expected stay spans both cold and warm seasons, clothing for immediate needs should be carried, and that needed for later either sent from home or purchased. Another point to check is whether the study program may involve ceremonial or social occasions that require something more formal than jeans. Taking a few drip-dry garments is preferable to taking so much that a trunk or several large suitcases are required.

*C. Books.* Books are often harder to get abroad than in the United States, but it does not pay to take them unless they are specified by the study program in advance. Guidebooks and travel information should be taken. Students should also take any professional paper supplies needed for classes—these are often scarce and very expensive abroad.

*D. Electrical equipment.* Anyone planning to take any electrical appliance—razor, hair dryer, etc.—should buy a device to change 220 volt current, which is common in some countries, to the 110-120 volt level in use in the United States. Adapter plugs are also needed in most places abroad to make it possible to plug a U.S. appliance into a foreign electrical outlet, but since they vary from country to country, they are best purchased abroad.

*E. Health needs.* Students should consult their

doctors before going abroad, and be sure to take prescriptions and any necessary instructions with them.

*F. Typewriters.* Some programs either buy or rent typewriters for student use, but if not, a portable typewriter may be useful for some students, even though it would be heavy and awkward to carry.

# 4

# ADVISING ON OTHER EXPERIENCES ABROAD

## Travel in Other Countries

A considerable number of students may be interested in traveling abroad, either alone, with one or two friends, or in organized groups, but without any formal study obligations or expectations of academic credit. By taking advantage of student discounts for transportation, accommodations, admissions, etc., and not trying to cover too much territory, this can often be done at comparatively moderate cost. The commitment of the adviser's time will probably be less on the average for the student traveler than for the study abroad student, but the latter probably also will want travel information for vacation trips or informal personal travel after the study program is finished.

**I. The advising process.** As with study abroad advising, the number of interviews and the content and order of topics discussed may never be the same with any two students. Some in a few minutes may get enough information to be able to continue and complete their investigations and planning on their own, while others may come back several times for further help.

**II. Interview topics.** Whatever the number or length of interviews with a given student, the following are topics that student travelers should consider as part of the preparatory process:

*A.* Objectives for travel abroad.

*B.* The possible values of foreign travel.

*C.* Length of the trip.

*D.* Available financial resources, and some idea of costs.

*E.* Travel alone or with a friend or two versus organized group travel.

*F.* Pros and cons of various means of travel—airplane, boat, railway, bus, bicycle, motorcycle, automobile, hiking, hitchhiking.

*G.* Territory to cover—one, two or three countries in some depth, versus "hitting the high spots" of ten or a dozen in the available time.

*H.* The importance of health and accident insurance.

*I.* Kinds of accommodations abroad—youth hostels, camping, types of hotels, possible home stays, transient rooms, etc.

*J.* Services of travel agents, CIEE, student travel organizations abroad, foreign government tourist offices in the United States, and any other agencies that can be of help.

*K.* Travel documents needed. (See the section on the same topic under Study Abroad, p. 12.)

*L.* Money arrangements. (See p. 13.)

*M.* Preparing to get the most out of the experience—reading and talking with knowledgeable people about the history and culture of the countries to be visited, things to see and the time to allow for them, festivals and other major events.

*N.* The language problem if there is one.

*O.* What to take and how to pack and carry it.

*P.* Persons to talk to on the campus who have had travel experience abroad, especially in the countries the student is interested in.

**III. Cautions on group travel.** If the student is interested in group travel the adviser should be able to suggest two or three reliable programs, and should warn against unreliable sponsors of travel groups. Signs of unreliability may be a post office box address, no phone number, vagueness on transportation arrangements and carriers, eagerness to collect money, large advance deposits and no indication of refund policy in case illness or an emergency forces the student to cancel, no names of administrative staff running the program, and refusal to give names and addresses of former participants.

**IV. Information sources.** These should be helpful for both the adviser and the students.

*A. CIEE publications.* Probably the single most important reference for the student traveler is *The Whole World Handbook—A Student Guide to Work, Study and Travel Abroad* published by the Council on International Education Exchange. The campus advisory office may arrange with CIEE to sell copies at a small profit, or they may be

available in the campus and commercial bookstores. CIEE also has several other very useful publications distributed free or at very modest cost, including the *Student Travel Catalog* available free through campus advisory offices or individually by mail for a fifty cent postage charge; student guides to various world areas, countries and cities; and guides to student hostels and restaurants. If the campus office is not on the CIEE mailing list, write to CIEE, 777 United Nations Plaza, New York, N.Y. 10017, or call 212-661-0310.

*B. National youth travel organizations abroad.* Most Western European countries and a few others have student travel organizations recognized and sometimes subsidized by governments. CIEE is a private organization, but it is comparable in services to these organizations abroad, a list of which is included in Appendix A. Perhaps their chief value is that they offer extensive discount air travel opportunities for students. They also have useful descriptive literature.

*C. Foreign government information offices.* Several countries maintain official information services in New York City, and virtually every foreign embassy in Washington, D.C., has a designated cultural affairs officer. Either of these sources, as well as consulates in major cities, may be able to provide some published information about the country and its culture. This should be in the campus advisory office library, but copies can also be obtained for personal use.

*D. Others.* There are many published guidebooks, travel magazines and reports by travelers. Some of them may be in college, university and public libraries. Travel agents usually have some available reference materials. Foreign students and scholars and U.S. students and staff returned from visits to other countries may also be good sources of information.

## Short-Term Employment Abroad

**I. Interest and expectations.** Students who cannot afford to study or travel in other countries are often interested in the possibilities for employment abroad, usually in the summer. They almost always expect, quite unrealistically, that available jobs will pay all of their expenses, including transportation from their homes to the foreign locations, and further that the jobs will allow time for travel and provide sufficient remuneration to pay for it. The following are more likely to be the facts of the situation:

*A.* Students should figure on paying from their own funds the cost of:

(1) round-trip travel from the United States to the job location, (2) expenses until they begin receiving pay, (3) any incidental travel costs incurred while abroad, and (4) health and accident insurance.

*B.* The pay for most jobs will probably cover minimal living costs.

*C.* The work will probably be relatively menial and the hours long—perhaps ten hours a day six days a week. *Au pair* jobs in homes, particularly in France, may really be servants' jobs that do not give the students status as family members, although being in a home may be much better for language learning than working in a hotel or restaurant.

*D.* Working papers will probably be required, and may be difficult to obtain.

*E.* If a student's unrealistic expectations are the result of an advertisement of an agency offering to arrange jobs abroad, particular caution should be observed. Signs of possible unreliability are similar to those noted above for group travel programs: a post office box address, no phone number, no names of administrative staff, a substantial advance fee (over $50), promises of paid transportation and large salaries, and reluctance to arrange contact with former participants.

**III. Interview topics.** Many of the topics listed under "Travel Abroad" (pp. 15-16) apply to short-term employment in other countries. In addition, the following are matters that should be raised with most interested students:

*A.* The student's objectives in seeking employment abroad.

*B.* Kinds of jobs available abroad on a short-term basis. The most numerous student jobs are work in summer or winter resort hotels, especially as maids or waiters, and work in households caring for children, gardening or other tasks. Technical training jobs related to fields of study, chiefly general business and engineering, can sometimes be arranged through such organizations as the International Association for Exchange of Students for Technical Experience (IAESTE), the Association for International Exchange of Students in Economics and Commerce (AIESEC), and certain intern programs in various countries. Students should realize that there is unemployment in most countries abroad, and citizens have the first chance at available jobs. It may therefore be difficult to find work.

*C.* The student's skills and educational background that might be marketable, including language proficiency.

*D.* How to arrange in advance for a job opportunity, and cautions on possible difficulties. (See Appendix D and the CIEE pamphlet on work abroad.)

*E.* What financial resources the student should have to get to the job location, to supplement earn-

ings if necessary and to provide support in case the job doesn't work out.

*F.* The specific country or countries in which the student is interested, and the laws and regulations governing entry and employment of foreign workers—visas, working papers, health clearance, length of stay, and income taxes are examples.

*G.* Alternatives such as camp counselor jobs, work camps, group tours or individual travel.

**IV. Basic references.** The most useful general sources are:

1. *The Whole World Handbook* published by CIEE.
2. *The Directory of Overseas Summer Jobs* distributed by Writer's Digest Books.
3. See the Bibliography and Appendix B and the above two books for other references.

## Voluntary Service Abroad

**I. Adviser's background information.** Advisers are perhaps less likely to know essential background information in this field than in others covered by the campus advisory service. The following is the minimal core of information the adviser should have:

*A. Nature.* Volunteer service opportunities in other countries are usually to assist trained personnel in helping seriously disadvantaged people improve their health services, education, agriculture, housing, or other social, economic or physical needs. The work is often physically and emotionally draining, but the accomplishments are frequently significant and inspiring. *Work camps* are a category of volunteer service that particularly seek young people from various countries for manual labor in numerous short term projects in many countries of the world. *Camp counselor* positions in a variety of countries might also be included in volunteer service.

*B. Sponsorship.* Many programs are offered by religious or social service agencies or by private foundations. However, some are administered and supported by governments or intergovernmental agencies. The Peace Corps, and the volunteer programs of the United Nations Development Program and UNESCO are well- known examples of the latter type.

*C. Length.* Many are relatively short term, one to three months, but some are longer and could last for several years.

*D. Expenses.* Costs vary widely, from those programs that expect participants to pay their own costs of travel to reach the project and maintenance while there, to those that pay all essential expenses and occasionally a small stipend in addition.

**II. Interview topics.**

*A.* The student's objectives, motivation and expectations are especially important in making the decision to participate in a voluntary service project. Not all locations are exotic, and not all of the work is exciting, but the experience of meeting and working with a variety of people from other countries and backgrounds can be very valuable.

*B.* Values to be gained from a voluntary service project abroad.

*C.* Length of time and financial resources the student is willing to commit.

*D.* Interests, skills and background in service-oriented activities that might qualify the student for voluntary service projects.

*E.* The student's religious or other affiliations that might facilitate entry into some programs and locations, or that would preclude acceptance in others.

*F.* The student's physical and psychological health.

*G.* Possible reaction of the student's family to the kind of voluntary service situation being considered.

**III. Basic reference.** *The Whole World Handbook* is an excellent starting place for a survey of volunteer service and work camp possibilities. Other important references are given in the Bibliography.

## Long-Term and Career Employment Abroad

As already noted, some students who have studied or traveled abroad have been so affected by the experience that they are interested in finding a job in another country that will make it possible for them to spend at least a year and perhaps several years there. Some may have determined to seek careers in international service.

**I. Interview topics.** Most of the topics listed for short-term employment abroad also apply to long-term. The following are additional topics or special emphases that should be noted:

*A. Personal concerns.* Going abroad for an extended period of time involves changes in personal relationships with family and friends that ought to be carefully considered before deciding to go. In some parts of the world there are also considerations of climate, health and safety. Cultural adjustment is always a factor, and language proficiency may be. The individual in most cases would not be part of a group or an established program, and probably few of the arrangements would be made in advance by others. Students should also be aware that job opportunities may be very hard to find.

*B. Kinds of long-term jobs available.*

1. Perhaps the best known and most accessible opportunity for longer term work abroad is the Peace Corps. It provides usually for two years of work in a developing country in some educational, health service or technical assistance role. Special training, sometimes including language instruction, is provided as part of the program. Pay is adequate to cover all expenses. The interested student should be encouraged to write for complete Peace Corps information to ACTION, Washington, D.C. 20525, or call the toll-free number 800-424-8580.

2. Teaching English as a foreign language may be in demand abroad under the aegis of the U.S. or other governments, private agencies, secondary and higher level schools or multinational corporations. TEFL training is necessary. Positions can be for a year or longer and in some cases could develop into career opportunities.

3. University teaching is sometimes available in developing countries in which there is a shortage of qualified nationals, usually in technical fields.

4. Multinational corporations occasionally may hire qualified persons for skilled work or management positions abroad, or for rotation between stateside and overseas assignments. In many countries such corporations are required by law to employ high percentages of local people rather than importing foreign workers.

5. Jobs in the U.S. Foreign Service or as foreign correspondents for newspapers, magazines or television networks may appeal to some students as career possibilities.

*C. Available resources for advice.* The career guidance and placement office, the student's major department, visiting foreign faculty, and U.S. faculty who have had extended experience abroad may be able to provide some help on the campus, or may know people elsewhere with relevant experience with whom the student could correspond. Cultural or education attaches of embassies may have information of value, including requirements for long-term working papers and entry visas. Any employer for whom the student has an interest in working abroad should be able to give information about the training and qualifications desired for persons they hire.

**II. Basic reference.** The major reference for long-term employment abroad is *Career Opportunities in the International Field* by James Knott, available from the School of Foreign Service, Georgetown University, Washington, D.C. 20057, for $3.50 (1979).

# 5

# THE ADVISER'S RESOURCES

## On-Campus

The most successful advisers on opportunities abroad are those that do the best job of identifying and marshaling the resources that every campus and most communities offer. No adviser or advisory staff can successfully be all things to all students interested in experiences in other countries. The following are the more important resources that should be available to some extent on any campus, large or small. On the large campus, services will be handled by well-staffed departments, and at small institutions several may be the responsibility of a single individual.

**I. Advisory committee(s).** On some campuses a faculty-student advisory committee, or sometimes separate faculty and student committees, can be among the most valuable and supportive resources of the adviser on study and other opportunities abroad. It is generally good practice to have a standing, institution-wide committee appointed by the chief administrative official of the institution. It may be called the "Committee on International Education," "Committee on Study Abroad," "Committee on Educational Opportunities Abroad," or some other title. Such a group can give very important guidance to the adviser in terms of services to be provided and effective ways of meeting student needs. It also can be an important source of recommendations for institutional policies on study abroad, development of new study abroad and educational travel programs, guidance on recommending programs of other institutions and agencies, and procedures for promotion of study and other opportunities abroad. The committee may also serve as a screening committee for selection or rejection of candidates for positions as program directors and for student applicants for study abroad.

**II. Library on opportunities abroad.** One of the most important of the adviser's resources is a collection of books, pamphlets, brochures, posters and perhaps even slides, film strips and artifacts, on study, travel, employment or voluntary service abroad.

*A. Size.* In the beginning the library may be only two or three of the most important books and a few program brochures between bookends on the adviser's desk. As student interest increases it will expand to a book shelf or file drawer, and then to a whole file cabinet or bookcase. On a large campus it will expand to a room.

*B. Location.* Whatever its size, the library should be adjacent to the adviser's office to facilitate pointing out relevant material to advisees on the spot so they can begin personally investigating possibilities in other countries. Initially it may have to be in the adviser's office for security reasons, but that is inconvenient when the adviser is talking with a student and others want reference materials.

*C. Facilities.* The library should be equipped with tables and chairs to encourage students to browse through available materials. A desk and typewriter may be needed as the collection expands. A well-stocked library will need shelving for reference books and provision for numerous pamphlets, brochures and posters describing individual programs. Many advisers make considerable use of library pamphlet boxes, and perhaps also some file drawers accessible to students. Sometimes stacked trays are used for pamphlets or information sheets that are available in quantity for students to take if they are interested. Large bulletin boards in and outside the library area also are useful. Obviously the more attractive and interesting the library is in appearance and atmosphere, the more customers it will attract and the more effective it will be in promoting interest in opportunities abroad.

*D. Assembling materials.* Considerable work is needed to assemble an opportunities abroad library. Much of the material from program sponsors, foreign embassies and information offices, student travel organizations, foreign universities and publishers requires a good deal of correspondence to acquire. The office should ask to be

placed on mailing lists to receive new editions of materials that are reprinted annually. However, constant checking is required to be sure that current copies are on hand and to weed out obsolete materials.

*E. Kinds of materials.* A well-developed opportunities abroad library should include relevant publications of the Institute of International Education (IIE), the Council on International Educational Exchange (CIEE), the National Association for Foreign Student Affairs (NAFSA), the United States Government, and the United Nations Educational, Scientific and Cultural Organization (UNESCO). Commercially published books and newsletters on study and travel abroad, atlases and guidebooks, reference volumes on foreign universities and as many of their catalogs as can be obtained, books on other cultures and on the development of sensitivity to cultural values, air and rail schedules, hotel guides, books on low-cost travel in various countries, material from foreign embassies and information offices, and printed matter on study programs administered by U.S. colleges and universities, foreign institutions, private organizations, corporations and individuals are also among the possibilities.

*F. Organization.* Organizing the library materials so that they will be accessible to students is difficult, considering the range of student interests and the variety of programs, countries, academic systems and sponsors. Probably the best way to learn about organizing the collection is to visit two or three campuses where there are functioning libraries. This can often be arranged through the In-Service Training Grant program of the NAFSA Field Service Program. Another useful aid is a slide set on the opportunities abroad office prepared by the Section on U.S. Students Abroad (SECUSSA) of NAFSA, and available on loan. Library holdings may be arranged by kind of experience abroad (study, travel, work, voluntary service), by continent, by country, by language required or on some other basis. However it is done, there needs to be a logical organization that makes the material as accessible as possible.

*G. Financing the library.*

1. Institutional budgeting. It is very desirable that there be a budget allocation for assembling the initial library, and a continuing annual budget to add to it and keep it up to date. Although many of the materials may be obtained free, stationery and postage are required to get them. Some of the important reference materials do have to be paid for, and a few, such as compendia on foreign universities, are relatively expensive. Presumably the institution will be able to provide at least minimal equipment for the library, either by budgeting for its purchase or by donation from other campus offices where it isn't really needed. In other words, a library may need a substantial budget, at least initially, but much can be done at very modest cost with a little imagination and ingenuity.

2. Alternative funding. A variety of other ways have been used to fund development and maintenance of libraries, as well as other needs of advising services. An annual appropriation from student government is a fairly common means. Profits from sale of International Student Identity and Youth Hostel cards, *Whole World Handbooks* and other publications are often used for this purpose. If the advisory office can legally become a travel service, it can receive commissions on tickets sold. In some cases a small service fee is included in the package costs of study abroad and group travel programs sponsored by the institution. On rare occasions an interested alumnus or other benefactor can be found to give a grant to support a library and other aspects of the adviser's office.

*H. Relation to the campus library.* In general there should be minimal duplication of holdings between the opportunities abroad library and the main campus library. Exceptions would be certain publications that are in considerable demand or those that are also used as references for courses. The main library should be an important additional resource to which students are frequently referred, as noted below.

**III. Main campus library.** The libraries of even the smallest institutions will contain books, periodicals, maps, newspapers, and sometimes even films and artifacts that provide information about other parts of the world. It is to be hoped that holdings will include major reference books on foreign education. Many things can be done to facilitate finding materials the library has and to pique student interest in learning about and visiting other countries. Possible ideas that might be developed with cooperation of the adviser on opportunities abroad, library staff, interested faculty and students include:

*A.* Displays of materials on the culture, geography, history, education, architecture, art, music, literature, drama, dance, folkways, foods, national dress, crafts, economics, government and industry of other countries, particularly those to which previous students from the campus have gone, and those from which foreign students and faculty come.

*B.* Coordination of displays and other means of attracting students' attention with the needs of courses relating to other countries.

*C.* Using displays and reading lists on international subjects in coordination with visits of international speakers, performers and films.

*D.* Reading lists of well-chosen materials on countries and cultures of particular interest.

*E.* Displays, reading lists, or browsing shelves of novels, poetry and drama of selected countries.

F. Displays of and opportunities to listen to phonograph records or tapes of the popular, classical and folk music of selected countries.

G. A reference shelf of materials of particular interest to potential study abroad students, including works on foreign universities and educational systems, CIEE, IIE and UNESCO publications (which are probably duplicated in the adviser's office), catalogs of foreign universities, etc.

H. Current popular periodicals and newspapers from the countries of major interest to which the library subscribes, perhaps coupled with a bulletin board or other display that calls attention to them.

**IV. Other libraries.** Many community libraries and those of nearby educational institutions may be helpful in giving students access to relevant materials in their collections.

**V. Academic officers and departments.** Deans, department heads, academic advisers and faculty in general should be cultivated as friends and resources of the adviser on opportunities abroad. While the closest affinity and best developed interest will probably be found in foreign languages, social sciences and humanities, it should be axiomatic that no field—not even American Studies—is so completely American that it does not have and could not benefit from development of international and comparative dimensions. Without the active interest and support of the academic officers and the faculty, few students will avail themselves of the opportunities offered to study abroad, and only the most adventurous will on their own initiative seek travel, work or voluntary service opportunities in other countries.

**VI. Campus services.** Virtually every campus service has some relationship or possible value to study and other opportunities abroad:

A. The *admissions office* will be interested in study abroad as a means of attracting new students to the campus and also may be involved in the process of admitting students from other campuses to study abroad programs sponsored by the home campus, and possibly in the evaluation of credits earned in foreign universities.

B. The *registrar's office* will be concerned with receiving and recording grades earned in study abroad on the students' permanent academic records, and with any questions about those credits on transcripts that students request for transfer to other schools, graduate admissions and employment. The registrar must also be involved in pre-registration of students abroad for their first term back on the home campus.

C. The *business office* will be part of the budgeting and the fiscal processes for the advisory service on opportunities abroad, and for any study abroad programs administered by the institution. Its cooperation also will be needed if special processes are required for payment of tuition, fees, room and board by students returning from study abroad.

D. *Language departments and the language laboratory* will be needed to help test language proficiency of applicants for study programs in foreign language countries, and to help students improve their language proficiency prior to going abroad. They may also help make available a widely used technique through which any language can be learned on any campus by use of taped materials and a native speaker of the language as a language informant. Many campuses throughout the country offer such instruction for credit. (For further information write the Critical Languages Program, State University of New York, Amherst, N.Y. 14260.)

E. The *financial aid office* will probably be involved with many students planning to study abroad. Those enrolled at U.S. campuses for credit toward their degrees may be able to use most, if not all, of the financial aids for which they would be eligible if they remained on their home campuses.

F. The *health service* may assist with physical examinations if these are required as part of the application process for study abroad, and they also may be willing to provide required immunizations, as well as advice on air sickness and other health problems connected with travel abroad.

G. *Student government* should give strong support to study and travel abroad, and may want to sponsor recreational travel to other countries. When advisory services are just beginning on a campus, organized student interest can often be a crucial factor in gaining institutional support. Sometimes student groups have contributed financially to get them started.

H. The *student center or union* is occasionally the location of advisory services on opportunities abroad, and its facilities are frequently used for activities to promote student interest, for orientation programs and other related activities.

I. The *college bookstore* can be a useful resource in handling guidebooks and other publications relevant to experiences abroad.

J. *Audio-visual services* may be very helpful in providing equipment for using audio-visual materials, and in helping to produce useful tools for promoting student interest and orienting students for experiences abroad.

K. *Graphics and printing services* can likewise provide invaluable assistance in designing and producing posters, program brochures and information handouts for the adviser's office.

**VII. Foreign students and scholars.** While most foreign students and visiting foreign scholars come from developing countries, and most study abroad programs go to Western Europe, on many

campuses there are some foreign visitors who can be of very significant help in study programs going to their countries. They can give important information and advice on the culture and customs, the procedures and expectations of the educational system, the arts, history, important places to visit, climate, and transportation. Some also may be willing to help with learning essentials of communication in the language of the country. Their experience here has undoubtedly been very like the experience of U.S. students in their countries, and this insight can be particularly valuable to insular Americans.

**VIII. U.S. students and faculty returned from experience abroad.** These people can provide some of the same insights that foreign students and scholars give, but from the standpoint of having had first-hand experience as Americans adjusting to the new culture and customs. They can be very helpful in promoting interest in study and other experiences abroad, and also in preparing new participants for the experience.

## Off-Campus

**I. Sponsors of group study programs.**

*A. U.S. academic institutions.* Hundreds of colleges and universities sponsor study programs abroad in a wide variety of fields and locations. These are most often for undergraduate students, but some are at the graduate level. Some limit participation to their own students, and an interested student from elsewhere must transfer officially in order to participate. Consortium programs generally require enrollment at one of the participating campuses. In other cases individual agreements may be made for cross-enrollment of students in study abroad programs, or the sponsor will accept students from other campuses without formal admission and transfer if they are enrolled at their home campuses. The most complete directories of study abroad programs sponsored by educational institutions, either individually or in consortia, are *U.S. College-Sponsored Programs Abroad: Academic Year* and *Summer Study Abroad*, both published annually by the Institute of International Education (IIE). Program descriptions in both of these volumes usually indicate whether the programs are open or closed. Each of the sponsoring colleges, universities or consortia upon request will provide detailed program information.

*B. Private organizations.* A number of nonacademic organizations sponsor group programs abroad. Some, such as the Council on International Educational Exchange (CIEE), do so as agents of their college and university members. Others are not affiliated with educational institutions, but employ former college faculty and staff as consultants, administrators and teachers for their programs. Some of these programs are excellent and some questionable, as is the case also with those administered by academic institutions.

*C. Individuals who conduct programs.* A number of programs are organized and advertised by individuals who usually are present or former faculty members. Some of them benefit from the cooperation of their institutions, but others are totally private. Programs vary greatly in quality depending upon the abilities and motivation of the organizers.

**II. Sponsors of individual study opportunities.**

*A. Foreign educational institutions.* Many major universities abroad will admit individual U.S. students who have the necessary qualifications to enroll as regular students in competition with the normal student body. In Europe most universities require a U.S. student to have at least junior standing and a high degree of language proficiency. Students are expected to enroll full time for a full academic year. Graduate students may fare better than undergraduates. Initial inquiry should be made at least a year in advance. Many institutions, especially in France and Israel, also maintain separate "institutes" for foreign students who do not have the language competence or required academic background to qualify for regular university admission. These programs may be taken to prepare for university admission or as an end in themselves. Language is usually a major component of an institute program, but other subjects are offered. Institutes will usually accept individual applicants, and also may be willing to develop special programs for U.S. study groups. Usually information about the institutes may be readily obtained. However, it is not always easy to get information on the academic offerings of the university proper for the student who plans to enroll as a regular university student. Catalogs and lists of courses to be offered in a given term are sometimes very difficult to get in advance, and a student may have to work out details of an academic program after arrival. (See also the IIE handbooks noted in the next paragraph for information on foreign universities.)

*B. Contracting agencies.* The Institute of International Education (IIE) is the major contractor administering scholarship and fellowship opportunities for individual U.S. students to study abroad. Most awards are for carefully selected graduate students who are individually placed in appropriate foreign universities. The best known of the programs is the Fulbright-Hays Program sponsored by the U.S. Government under provisions of the Mutual Educational and Cultural Exchange Act of 1961 (PL 87-256) and its subsequent modifications. Selection of participants in this pro-

gram is based upon a rigorous nation-wide selection process, for which each campus is asked to designate a Fulbright adviser, who may or may not be the study abroad adviser. Other scholarship and fellowship programs are administered by IIE, foundations and organizations, all of which are glad to provide information to interested persons. The best reference on these programs and their sponsors is the series of *Handbooks on International Study for U.S. Nationals* published by IIE. Those on *Study in Europe* and *Study in the American Republics Area* are currently available, and volumes on Africa and the Near and Middle East and on Asia and Oceania are in preparation.

*C. Information and cultural offices of foreign governments.* Nearly every country that has an embassy in Washington, D.C., or a permanent office for its delegation to the United Nations has an information or cultural officer. Some of the larger nations have substantial information and cultural affairs staffs, both in New York City and Washington, D.C., and, in a few cases in other cities where consulates are located. A number of countries have education officers to supervise their nationals studying in the United States and to provide information to individuals and institutions interested in sending students to their countries. NAFSA has an up-to-date list of education and cultural officers.

**III. Professional contacts.** Professional contacts through NAFSA constitute one of the most important resources available to the adviser on opportunities abroad. The NAFSA Section on U.S. Students Abroad (SECUSSA) considers that its primary reason for being is to provide professional training, assistance and support to its members. This is done primarily through the services of NAFSA and of the NAFSA Field Service Program, which is supported by a continuing grant from the Directorate of Educational and Cultural Affairs of the U.S. International Communication Agency. Services are available irrespective of NAFSA membership, and include:

*A.* SECUSSA components of local, regional and national NAFSA conferences and workshops.

*B.* In-service training grants to support visits to other campuses with well-developed programs for U.S. students going abroad, and to facilitate attendance of advising staff at professional workshops.

*C.* Services of experienced persons in the field whom NAFSA can arrange to send to campuses as consultants to review programs and problems and prepare reports making recommendations for improvement.

*D.* Publications, including the NAFSA *Guideline Series, Students Abroad: A Guide for Selecting a Foreign Educational Opportunity, Study Abroad Programs: An Evaluation Guide,* and the SECUSSA *Sourcebook.* The very important monthly *NAFSA Newsletter* is sent to all members, and to others by subscription.

Through active use of these in-service training possibilities the neophyte adviser can quickly develop professional competence and a network of personal contacts with more experienced persons in the field to serve as a continuing resource when questions and problems arise.

**IV. Local ethnic groups.** Many colleges and universities are located in or near communities in which there are significant concentrations of people from particular national and ethnic heritages. Often their ethnic homelands are of interest as possible sites for study, travel, employment or service abroad. These people could be important resources in planning, finding appropriate contact people at a program site abroad, recruiting, language tutoring, giving information on customs, and even helping to get leads for housing, scholarship support and the like. Usually, even in cities in which these groups are active and highly organized, little has been done to interest them in constructive support of opportunities for students to visit their homelands. The University of Pittsburgh is an example of an institution which has successfully involved local ethnic groups—the Office of International Student Services can give details on this program.

# 6

# ADMINISTERING THE ADVISORY OFFICE

## Defining Functions

An important initial step in establishing an office to advise on opportunities abroad is to determine the functions the office will be expected to perform.

**I. Process.** While the ultimate decision on functions of the advisory office will be made by responsible administrative officials of the college or university, it is very desirable that both faculty and students be involved in recommending the functions to meet whatever needs are recognized. A joint faculty-student committee can be useful, or separate committees may be used. Such groups may already have determined the needs before soliciting administration interest in establishing the office.

**II. Possible functions.**

*A.* Advising students on opportunities abroad, including study, travel, short-term employment and/or voluntary service.

*B.* Advising faculty and staff on study and research, travel and sabbatical leave opportunities abroad.

*C.* Collecting, organizing and making available a library of information on opportunities abroad, including financial aid possibilities.

*D.* Participating in or directing the administration of study abroad programs sponsored by the institution.

*E.* Helping to plan and administer recreational group travel abroad for students, faculty and alumni.

*F.* Making available such aids for student travelers as International Student Identity Cards, Youth Hostel memberships, relevant publications and health and accident insurance.

*G.* Mobilization of and liaison with local resource persons, such as foreign students and scholars, U.S. students and faculty returned from experience abroad and local ethnic groups.

*H.* Liaison with relevant national organizations, such as NAFSA, CIEE and IIE, and with professional colleagues in other U.S. colleges and universities.

*I.* Liaison with cultural officers and information offices maintained by other governments in the United States.

*J.* Selecting, training and supervising advisory office staff.

*K.* Recommending and administering budgets for the advisory office.

*L.* Preparing periodic reports and making recommendations for needed changes.

*M.* Routine office management, such as correspondence, work assignments to staff, and organizing filing, purchasing, budget control, and scheduling meetings.

**III. Periodic review and evaluation** of functions should be undertaken to a limited degree each year, and comprehensively every three to five years, to assure that the advisory office is aware of changing needs and continues to function effectively in meeting them.

## Staffing

**I. Staff size.** To provide effective service a small college (up to 1500 students) with an active interest in opportunities abroad should have a half-time adviser and a half-time secretary if it really wants to make progress on opportunities abroad. When the advisory service is first established a considerable amount of time must be spent in collecting materials on opportunities abroad and identifying on- and off-campus resources that can be of help to students and staff interested in going abroad. As student interest increases, the amount of time required in talking with students either individually or in groups will increase, and additional professional and clerical staff time should be allotted, keeping the two approximately equal. Staff can be augmented at relatively low cost through use of college work-study program students, volunteer help by interested faculty and students and cooperative arrangements with colleagues in nearby offices.

**II. Qualifications.** The two basic qualifications for working in any capacity in an office advising students and staff on opportunities abroad are (a) a strong commitment to the objectives of international education, and (b) an interest in and talent for helping people. Degrees in international studies fields, experience abroad and knowledge of languages are desirable additional qualifications, but are not acceptable alternatives to those two basic attributes.

**III. Training and professional development.** As already noted in this guideline (pp. 6-7), most people working in the field of advising on opportunities abroad have learned the work through in-service training. This may be provided by experienced staff members, if they are available. Whether or not training can be given locally, it should be augmented through the services of NAFSA that have already been mentioned (p. 20), and through opportunities for well-planned professional activities abroad. Every member of the staff, full or part-time, paid or volunteer, should function in a professional manner as described in the NAFSA statement of *Standards and Responsibilities*. (See Appendix A, Bibliography.)

## Office Space and Location

Comments have already been made on the space needs of the opportunities abroad library (pp. 19-20). Each adviser should have office space where a reasonably private discussion can be held with an individual student or faculty member, or with a small group. There should be adequate space for clerical workers and files, and for people waiting to see an adviser. The office-library location should be readily accessible to both students and faculty, preferably in or near a building where students come fairly regularly—in other words, convenient to the normal student traffic pattern. If the staff is small, and especially if it is only on duty part-time, the office should be located close to one or more other offices with whose staff cooperative arrangements can be made for covering telephones and receiving visitors when staff are not at their desks.

## Budgeting

**I. Items to be budgeted.**

*A. Salaries*, including some provision for temporary help at peak periods, or when regular staff are ill or on vacation.

*B. Library materials* on opportunities abroad. This requires a larger outlay when the library is first being assembled, and then a yearly allocation to replace outdated, lost or worn out items, and to add new items discovered during the year.

*C. Office operating expenses*, including stationery, supplies, duplicating, telephone and telegraph and postage.

*D. Travel by staff* to relevant local, regional and national professional meetings, and also travel abroad when justified and possible. It is very desirable for advisory office staff to visit study abroad programs and individual study abroad students at their sites in other countries on an established schedule. This not only has tremendous value for the staff members, but also is of considerable value to the students, program directors and host institutions abroad, and helps in evaluation and improvement of programs.

*E. Memberships* are desirable on an institutional basis in NAFSA, CIEE and IIE for services and the continuing benefit to the advisory staff. NAFSA institutional membership permits designation of institutional representatives in the fields of U.S. students abroad, foreign student advising, foreign student admissions, English as a foreign language and community services to foreign students. There is also provision for individual memberships which may be paid by the institution, or if necessary by the staff members. It is desirable for each member of the advising staff to have personal copies of the *NAFSA Newsletter* and other publications for reference purposes.

*F. Equipment* for the opportunities abroad library and that needed by any office: desks, chairs, typewriters, duplicating capability, files, waste baskets, bulletin boards and coat racks.

**II. Funding sources.** Many advisory offices benefit from a combination of funding sources to meet their needs. The following are some of the possibilities, listed roughly in the order of descending frequency of use:

*A. Institutional budget.* It is of course most desirable to have the entire operation of the advisory service and its staff funded as part of the regular administrative budget of the institution. This lends the greatest stability to the advisory service, with obvious benefits to staff morale and to the quality and continuity of services.

*B. Sale of cards and publications.* As already noted, it is common for advisory offices to sell International Student Identity Cards, Youth Hostel memberships and such publications as *The Whole World Handbook* as a service to interested students. The commissions on such sales are small, but often help pay for needed items that are not covered by institutional budgets or other sources.

*C. Allocations from other budgets.* In some cases a department with a particular interest in study or travel abroad will make an allocation from its budget to support the advisory service or a study abroad or travel project. This is often in the form of assigning a department faculty mem-

ber to serve as director of a study program while continuing on the departmental payroll. Departments occasionally will provide some secretarial service if their clerical staff are not always busy, or fund temporary help. In other cases the president, vice president or dean may be able and willing to provide budgetary or staff assistance.

*D. Surcharges to program participants.* Some institutions levy a service charge on student participants in their group study abroad and travel programs to help pay the costs of the advisory service, and sometimes the salaries of faculty serving as resident program directors abroad. (This will be discussed further on p. 32.)

*E. Outside grants.* Grants from foundations, government agencies, corporations, or private sources are not often possible, especially for the continuing operation of an advisory office. However, they may occasionally be obtained to support a unique study or travel program of particular interest or a special service project or research study. Their chief disadvantage is that support is seldom offered for more than one to three years. The expectation is that when the grant terminates the institution will assume the financing, which unfortunately does not always happen.

*F. Money-raising projects.* Occasionally some money can be raised through a special project, such as sponsoring a well-known speaker or performer, an international show or publication and sale of an international cookbook. Even a student car-wash, house-cleaning and other projects have sometimes helped finance programs and services.

## Office Organization

There is nothing unique about the organization of a study abroad or overseas opportunities advisory office. However, the following concerns are worth mentioning:

**I.** The organizational plan should provide for someone to be available in the office throughout normal campus office hours. A student who comes during a free hour and finds the office locked or empty may never return. Ideally any person covering the office should be competent to help the student. However, if such a person cannot always be on hand, it is desirable to have someone there who can at least make an appointment for the student with the adviser at a later time.

**II.** In offices in which there is more than one staff member and/or secretary there may be some advantage and greater efficiency in having people specialize—for example, one person in charge of the library, and another responsible for sales of identity cards and books. There may also be some specialization by geographic area, type of program or academic level of students.

**III.** While there may be advantage in specialization, it is also desirable that every person on the staff be sufficiently familiar with the overall work of the office so that when people are out because of illness, vacation or professional obligations elsewhere, someone else will be able to perform the function temporarily. This obviously is not possible in the one- or two-person office where the only alternative may be a sign on the door referring callers to another office which will make appointments for a future time.

## Evaluation of Advisory Services

Periodic evaluation of advisory services is desirable, and should be built into institutional administrative processes. If not, it should be sought by the advisory staff to help them improve their services and better meet student needs.

**I. Objectives.** Evaluation should certainly investigate reactions and experiences of students and staff who have been served by the office. Needs that are not being served also should be identified and recommendations made for necessary steps to provide for them.

**II. By whom.** Evaluation might be done by the faculty-student committee that works with the adviser(s), or by one or more qualified faculty members or administrators who have not been directly involved. Still another possibility would be to invite the NAFSA Field Service Program to send a qualified consultant from another institution to evaluate the office and make recommendations for improvement of its functions.

**III. The process.** The process could be fairly elaborate and involve contact with past student generations served by the office to get their opinions about the service and the outcomes of the advising and of any experience abroad that resulted. By contrast the short-range evaluation would involve contact with people presently on campus who have been served by the office. Self-evaluation by office staff members should have some place in the process, as well as evaluation by superior officers.

# 7

# ADMINISTRATION OF STUDY ABROAD PROGRAMS

Since many colleges and universities administer their own study abroad programs and others may want to, this section is devoted to a rather detailed exposition of policies, processes and problems involved. A study abroad program, from the beginning of the planning process to the end of the final evaluation, is one of the more complex academic enterprises, which when oversimplified by the inexperienced can result in serious problems. What follows, while not encyclopedic, is intended to be suggestive of policies, procedures and ways of dealing with problems that have worked for some institutions and can be adapted to the needs of others.

## Characteristics of Good Study Abroad Programs

I. Well-defined academic objectives.

II. Solid academic content at least comparable to that on the home campus.

III. Carefully planned use of the resources of the study location abroad to create a unique educational experience for students that could not be achieved on the home campus.

IV. A meaningful degree of cultural immersion and interaction with people of the host country, even in short programs. This aspect should be a major feature of semester and year programs.

V. Careful selection of participants, and their effective orientation so that they know what they are getting into and what is expected of them.

VI. If the language of the host country is not English, provision for acquiring or improving language proficiency.

VII. Firm but unobtrusive leadership to provide interpretation, guidance and support to students when needed, and to handle administrative functions.

VIII. Affordable costs, both to the sponsoring institution and the participating students.

IX. Carefully planned logistics, including transportation, class registration and scheduling, housing, meal service and health service.

X. A planned means of determining the effectiveness of the program and making needed changes before it is repeated.

## Institutional Policy on Study Abroad

**I. Administration of study abroad and approval of program proposals.** It is strongly recommended that the administration of study abroad programs on a given campus be centralized. There is often a tendency for individual faculty members who have had experience abroad, or their departments, to announce and attempt to operate study abroad programs independently. These efforts are sometimes unsatisfactory, both from the academic and administrative points of view. Occasionally they are fiascos. To avoid this kind of problem each institution should establish a clear and well-publicized policy requiring central review and approval of all study abroad programs proposed for institutional sponsorship by any individual faculty member, department or committee. The mechanism and process for such approval should be established and publicized. Such centralization should not stifle individual or departmental initiative, but support it, and help assure that planning has been thorough and that its efforts will succeed.

**II. Institution-wide involvement.** Study abroad should be viewed as an institution-wide activity open to qualified students from any department and catering to the interests of as broad a cross section of students as possible.

**III. Administration.**

*A.* Overall administrative responsibility for study abroad should be vested in an official with institution-wide responsibilities and relationships, possibly a vice president, and preferably the official to whom the study abroad adviser reports.

*B.* Program development and operation may be

handled on a day-to-day basis by the study abroad adviser or some other person who relates well to the administrator, the adviser, and to faculty and students interested in study abroad.

*C.* An advisory committee on study abroad composed of broadly representative faculty and interested students (preferably chosen from those returned from study abroad participation) should recommend policy and procedures for study abroad programs, participate in review of new program proposals, help in selection of students and faculty directors and give general guidance in all phases of study abroad.

**IV. Academic and geographic spread.**

*A.* The overall study abroad program of the institution should give students access to a variety of study locations in various parts of the world through the institution's own programs and/or arrangements with others.

*B.* Study abroad opportunities should be available in a variety of subject fields of interest to students in various departments, including not only humanities and social sciences, but also such fields as natural sciences, business, education, health related fields, engineering, architecture and others offered by the institution.

**V. Home campus enrollment.** It should be institutional policy that all participants in campus-operated study abroad programs be officially enrolled at the home campus while studying abroad, both to facilitate granting of academic credit, and to make it possible for them to use financial aids for which they qualify as resident students at home.

**VII. Program supervision.** It should be campus policy to assure that each group study abroad program is adequately supervised by a qualified person who is either a faculty member from the home campus, an official or faculty member of a host university abroad or some other person with appropriate qualifications.

**VII. Financing.** Each study abroad program going in the name of the sponsoring college or university must be adequately financed, and each student participant must have adequate resources to meet financial obligations. A policy for adequate funding of instruction and supervision abroad must be developed by the institution, and a review of the financial plans of each participant to assure adequate funding must be a condition of acceptance in the program.

**VIII. Health and accident insurance.** It should be an institutional policy to require each participant in a study abroad program to have adequate health and accident insurance payable abroad and in force from the time of his/her departure from the United States until returning to the United States.

## Program Planning and Implementation

A written proposal should be developed for each new program, describing in detail the plans for the content and implementation of the program. The headings of this section might be considered a possible outline for such a program proposal. *At least a year should normally be allowed for the process of preparing, approving and implementing a proposal for a new study abroad program.*

**I. Program location.** Possible program locations usually are places with which faculty members have had personal experience. They know the areas and educational resources, and their personal friends often can help in making arrangements, or teach, or help arrange field trips. U.S. study abroad programs, heavily concentrated in Western Europe, draw such large numbers of U.S. students to some cities that they constitute almost a self-contained and isolated group, thereby losing much of the desired benefit of intercultural learning and relationships. Whatever the circumstances, a case has to be made for one or more possible locations, and enough has to be learned about them to determine their suitability. There are many good reasons for taking programs to locations outside Western Europe, but many possible sites in Latin America, Asia, the Middle East and Africa present complications of language, distance and cost of travel, greater cultural differences and more limited educational facilities. Australia and New Zealand are good potential locations, except for transportation costs. Canada, the Caribbean and Mexico are relatively close, and offer some interesting possibilities.

**II. Program length.** A generally accepted principle is that the benefits of study abroad for most students are directly proportional to the length of stay. However, in practice programs sponsored by U.S. colleges and universities vary in length from one week to twelve months or more. The large majority of programs are a semester or an academic year or six-to-ten-week summer programs. There are also a number of one-to-four-week opportunities, often called "interim term" programs. It is difficult to believe that much international and intercultural learning can result from as brief a stay as one or two weeks in another country, but institutions sponsoring such programs believe the experience has benefit for those who cannot afford a longer stay. A successful brief experience often leads students to seek ways of funding participation in longer programs. These very brief sojourns abroad may qualify as "educational tours," but some knowledgeable officials question wheth-

er or not they justify credit on the usual rough formula of one credit per week of study.

**III. Scheduling.**

*A. Time of year.* The dates set for a program may be a significant factor. For example, a short program may be severely disrupted if it happens to coincide with major holidays in the host country, or scheduling a program to start in early September at a university that does not begin its own academic year until late October may be advantageous in giving time for intensive language study, but otherwise could be disastrous.

*B. Program activities.* There is often a tendency to over-schedule activities, especially in short programs. Being in another country, particularly when the common language is not English, can be emotionally tiring, and exhausted students are not going to learn much from too many lectures, museum visits and the like, good as these attractions may be. There should be free time every day, and weekends should normally be free. The tendency to cover too much territory geographically also should be resisted. A "rule of thumb" used by some registrars and admissions officers is that a program spending less than three weeks in one location is a tour rather than a study program, and granting academic credit for it is therefore questionable.

**IV. Academic objectives and curriculum.** Academic objectives and the proposed number of credits to be earned are functions of the program length, location, arrangements for instruction, nature of the subject matter, language of instruction and available educational resources.

*A. Fields of study.* Study abroad is no longer the prerogative of the foreign language major. The point has already been made that there are very few subject fields so uniquely American that there can be no benefit from studying their international and comparative aspects in another country. However, in a given program decisions must be made as to whether the curriculum will include a single field or provide instruction in several. If enrollment in regular university courses is possible, or if qualified adjunct instructors are being hired to provide instruction, a greater variety of subject matter may be feasible.

*B. Language of instruction.* If the language of the country is to be the language of instruction, there may be several alternatives:

1. Students accepted into the program must demonstrate proficiency in the language.
2. The program must begin with a period of intensive language instruction.
3. Outside tutoring by bilingual tutors must be arranged to help the students keep up with the academic work.
4. Qualified instructors who can teach in English can be hired for some subjects, at least during the initial period of instruction, while the students devote a substantial proportion of their time to language learning.

*C. Learning resources.* There should be resources in or near the program site that will enrich the students' learning—unique resources relevant to the subject matter that can be readily utilized in classes or on field trips or independent study projects.

**V. Cultural immersion.** The more opportunity students have for in-depth involvement with the culture and life of the host country people, the better the study abroad program. Students repeatedly report that one of the most important values from study abroad has been the out-of-class experiences, the opportunities to be part of another culture and to get to know something of the life, accomplishments, viewpoints and problems of the people. The academic program is important, if for no other reason to justify the foreign experience, and it should add unique elements in its own right. However, even in a short study program abroad careful attention should be given to assuring intercultural contact to the maximum extent possible. Housing in situations in which the students are accepted as family members provides important cultural experience, and briefer home stays during vacations also can be very helpful if they can be arranged.

**VI. Program size.** The number of students in a program at a particular site often determines the character of the experience and affects both the values that accrue from it and the cost to individual students.

*A. Minimum.* Usually there is a minimum number of participants required to make the program viable in terms of overall expense. The number will vary from program to program and institution to institution. It may be in the order of 10, 15 or 20 students.

*B. Optimum.* Twenty to 30 students is the usual optimum range, based on such considerations as the following:

1. The number that can be conveniently handled by one program director. Age and maturity of the group and nature of the program are factors in this.
2. The number that can fit into a bus for field trips.
3. The number needed to make possible a more varied curriculum with more classes meeting concurrently, assuming the program operates its own classes.
4. The number that can be conveniently housed and can all fit into an ordinary classroom.

*C. Maximum.* Some programs accept as many as 100 or even more students at a time. Most experienced study abroad administrators question the wisdom of so large a group.

1. Advantages may include the economy of a mass operation, a group that can be a self-sufficient unit, and the availability of study abroad to a much larger number of students with more varied interests.

2. Disadvantages would include the unwieldy size of the group resulting in logistic complications in transportation, housing and food service, the need for a larger administrative staff, which might otherwise be split up to provide a variety of smaller programs in different locations, and the danger that so large a number might require leasing of a hotel or villa to accommodate the entire group, thus creating a built-in "ghetto" situation.

**IV. Program supervision plans.**

*A. Alternative patterns.* While it is comparatively uncommon for foreign universities to send groups of students to the United States and to send faculty members or others to supervise their studies, U.S. colleges and universities commonly make specific arrangements for supervision of their student groups abroad, usually in one of the following ways:

1. Sending a faculty member from the home campus or another U.S. institution to serve as resident director of the program group. One director should be able to handle the advisement and program administration for a group up to about 35 students but should not be expected to handle larger groups without assistance.

2. Employment of a well-qualified person in the host country to serve as program director. Such a person would need to be thoroughly familiar with the U.S. educational system in general and the home campus in particular. He/she should probably be brought to the campus for a period of orientation before undertaking the program director's job.

3. When students are enrolled directly in a foreign university that institution's foreign student advisory system, if there is one, may be able to provide adequate supervision and advisory services.

4. Use of a full- or part-time host-country resident coupled with periodic visits to the program by appropriate home campus personnel.

5. Use of a mature graduate student as a resident director on a part-time basis, usually with at least one visit a term by an official from the host campus.

*B. Director's duties.* Directing a study abroad program is a demanding assignment—if it is well done, it is never a sinecure. In effect the director may have to function as a combination academic and student personnel dean, and may also be dean of faculty, business officer, registrar and housing director for the program. Duties vary from program to program, but the following are fairly common:

1. Participation in program planning, budget determination, and recruitment, selection and orientation of student participants.

2. Supervising the settling of the students in housing and in their academic programs at the program site.

3. Advising participants on both academic and personal matters.

4. Planning and arranging for field trips which are part of the academic program.

5. Sometimes teaching a class or two in the program or in the host university.

6. Active liaison with the host institution, if there is one, with respect to registration of students, their academic programs, their progress, grading and any problems that arise.

7. Facilitating intercultural experiences and meaningful contacts between the students and host country people.

8. Conferring on the grading of students, translating their marks into U.S. terms if necessary, and certifying to the home campus that the academic work was completed and the credit earned.

9. Supervising and sometimes selecting adjunct personnel employed abroad for any sort of service to the program.

10. Management of the program budget.

11. Negotiating with appropriate people at the program site for the return of the program if it is to be repeated.

12. Liaison with the home campus to keep them informed of progress and problems and to assure that arrangements are completed for the registration and housing of the students when they return to the campus.

13. Keeping careful records on all phases of the program.

14. Preparation of a report on the program, including an evaluation of it and recommendations for its improvement.

15. Participating in the orientation of succeeding program directors and possibly in the recruitment, selection and orientation of future groups of students.

*C. Director's qualifications.*

1. Enthusiasm for the concept of study abroad, and empathy for the country to which the program is going.

2. Knowledge of the language, educational system and culture of the country or countries to which the program is going, including experience at the program site if possible.

3. Good relationships with students and interest in them as persons.

4. Organizational and management skills, including the handling of funds and program obligations.

5. Appropriate academic qualifications for ac-

ceptance in the academic community at the program site, and for any teaching that may be part of the director's duties.

6. The ability to deal effectively and diplomatically with student problems and with relationships with the host institution and the community.

7. Good standing with colleagues and superiors on the home campus.

8. Satisfactory health, family situation and other personal factors that might affect performance as a resident program director abroad.

9. Acceptance of the fact that the job may require time outside normal office hours, and may leave very little time for research and other personal activities.

*D. Selection of the director.* The program director should of course be the best qualified person available to serve the needs and best interests of the students and the program. It may be that the author of the program proposal is the person with the most knowledge of the program site, and therefore may be virtually self-selected for the job. However, it is desirable that the institution have a policy of using a formal selection process for the director of each program for each term of service.

1. By whom. It is advisable to have the selection recommended and/or made by a faculty-student committee, possibly the standing committee on study abroad, and approved by the administrator responsible for coordinating all study abroad activities. The candidate's department also should be consulted.

2. Timing. If possible the director should be chosen in time to participate in the final planning for the program, and at the very latest in time to help select the student participants.

3. Interview. A personal interview should be part of the selection process, and students returned from a study abroad experience should be part of the interview team.

4. A U.S. versus a foreign resident as director. Most sponsoring campuses prefer to send their own faculty members as program directors because their qualifications and capacities are known, and they know the policies, procedures and standards of the campus. It is also an important professional development experience for the one chosen. However, it is sometimes less expensive to hire a foreign national who is thoroughly familiar with the host country and host university and experienced with U.S. study groups. Either choice can work well, and each has its advantages and disadvantages.

*E. Orientation of the director.* The chosen director must clearly understand the duties of the position and the expectations of the home campus, the students and those involved with the program abroad. The orientation should include the following:

1. A careful review of the detailed program description and of the stated duties and responsibilities of the director.

2. Thorough briefings by the coordinator of study abroad, the campus business officer, the registrar, department heads or academic advisers of the student participants, the previous director of the program or others experienced in such an assignment, the dean of students or director of counseling, the director of student health, and any others who may have concerns or be able to provide information to help the director carry out his/her duties and responsibilities successfully.

3. Briefing on student adjustment problems. The director should understand the "U-curve of adjustment," which is a common phenomenon with virtually all people who move to a new culture. In the beginning everything is new and exciting, and morale is high; but soon the loss of contact with one's usual friends, family, the comfortable certainty of relationships, familiar cultural cues and easy communication begins to be felt. A period of uneasiness, loneliness, and depression sets in, and morale goes down. In time, as ease of communication increases and one begins to make friends and learn to cope with the situation, morale improves, and the person feels more and more at home in the new setting. At the bottom of the curve students may even want to withdraw from the program and return home, but if they can be persuaded to stay a little longer, the chances are that all will be well. The length and depth of the curve vary with different people, but usually the phenomenon is over in one to three months.

4. Review of personnel policies and procedures as they apply to the director, other campus personnel involved in the program and program staff hired abroad.

5. Study of the educational system of the country to which the program is going, and if students are to be enrolled in a foreign university or are to be taught by foreign personnel, study of the grading system and equivalence to the U.S. system.

6. If possible, the director should talk with students returned from study programs at the site or in the country to which the program is going.

7. It would also be very desirable for the director to make an advance visit to the program site either as part of a team doing the on-site investigation during the planning process, or between that visit and the arrival of the students. If the program has been operating, it would be helpful if this visit could be made while the previous director is still there. In fact, for a large enough program to justify two persons on the resident administrative staff, serving as assistant director for a semester or a year would be the best possible training for an incoming director.

*F. Length of service.* Changing directors every year may create difficulties within a program. On the other hand, allowing the same director to continue for several years may be equally undesirable in that the status quo is likely to be maintained with no really objective evaluation or substantive changes. Also the director who stays abroad for a long period loses touch with developments on the home campus, often to the detriment of both the students and the director. Perhaps a reasonable compromise on length of term would be a normal two-year appointment, which could be extended by a year when circumstances warrant.

**VIII. Program office.** Arrangements should be made for a program office which can be both a gathering place and a source of information and assistance for students. It should include a private office for the director and space for a secretary. A lounge or meeting area is desirable, and if some classes are given for the group itself, an attached classroom is convenient. The best location is probably near where classes are held. If absolutely necessary the office can be a room in the director's living quarters, but this is not desirable for the director, his/her family or the students. Sometimes provision for office space is part of the agreement with the host university.

**IX. Instruction abroad.**

*A. Instructional patterns.* A variety of arrangements are made by sponsoring institutions to provide the necessary instruction for study abroad programs:

1. Host university. All or part of the instruction may be given by a host university either in its regular classes or its institute for foreign students or both. If participants are in regular university classes the program must follow the university's regular academic schedule. If the U.S. students are expected to complete study projects during periods when classes are not scheduled, this must be thoroughly understood by all concerned.

2. Other institutions. Sometimes programs are based at institutions other than universities. Examples would be a language institute, an art school, a music conservatory, a private college or institute, or one of several facilities in Europe offering instruction primarily for U.S. students.

3. Non-institutional arrangements. Sometimes a U.S. college or university will set up its own program outside an institutional base using rented space, and hiring qualified host-country personnel and/or home campus faculty to do the teaching. This pattern is common with student groups that do not know the language of the host country. It is also used in the rare cases in which a U.S. institution will send its own faculty to teach its own courses in a foreign setting. Most experienced study abroad administrators object to this practice because it virtually precludes any meaningful contact between the students and the culture and people of the host country.

4. Independent study. This may be a component of many study abroad programs, and the sole study pattern in some. It can work very well if the students are carefully selected for their intelligence, motivation and resourcefulness, and if they are carefully briefed and helped with initial access to foreign educational resources they need. If the independent study project involves surveys or research in depth on some topic, particular care and advance preparation are needed to avoid subjects and techniques that would be legally, culturally or educationally unacceptable in the host country.

5. Mixed patterns. These instructional patterns are often combined in various ways to meet particular needs of individual students or sub-groups within a program. This adds to the administrative work of the director, but also may substantially enrich the educational experience of the students.

*B. Adjunct faculty.* Many U.S. study abroad programs employ adjunct faculty to teach classes or to provide tutorial assistance to students who need it. The practice seems to be possible in most countries, and often host country academics seek opportunities to teach in U.S. programs. Many can teach in English if necessary.

1. Qualifications. Adjunct faculty should have qualifications comparable to those required for teaching appointments either in the host country's universities or on the home campus, including degrees, experience and ability to communicate in whatever language is being used for instruction. Proficiency in English and knowledge of the U.S. higher education system and its practices are also very desirable. Adjunct faculty should be flexible enough to be willing to use participatory educational techniques in addition to, or in place of, the formal lecture pattern which is traditional in many foreign educational systems.

2. Selection process. Selection is often done by the program director, either in a preliminary visit to the program site or after the group arrives. It is usually done with the help of contacts within the host university, or through contacts with established U.S. programs nearby. In effect adjunct faculty become adjunct members of the home campus faculty, but being so designated formally might delay and complicate their appointment. It is far simpler and usually more satisfactory to make appointments at the program site, using procedures agreed to with home campus authorities, but suitable for the location abroad. Terms of appointment should always be carefully determined and written, with copies to the appointee, appropriate officials of the home campus and the program director.

3. Orientation. Adjunct faculty need to be very

carefully oriented in terms of their academic responsibilities and relations with students. They should be briefed on acceptable teaching methods, testing, grading, grade reporting, authority of and relationship to the program director, field trip arrangements, students' need for access to learning resources, and differences in the level and experience of U.S. and host country students, if any.

**X. Personnel policies.** In the program planning process decisions have to be made on personnel policies if they are not already established in institutional practice. The policies must deal with the problems of campus personnel assigned to work in a foreign setting, including host country laws and practices that may affect U.S. personnel, and also the problems of foreign personnel employed by the program and the customs and legal requirements pertaining to their employment.

*A. Salaries.* U.S. personnel will usually retain their home campus salaries through the home payroll office. For adjunct personnel hired abroad it is necessary to determine what local pay scales are for the kind of work they will be doing, and also to determine whether payroll taxes, social security and the like are to be included in salary and paid by the individual, or paid to the proper authorities by the employer. The length of pay periods locally should also be determined and conformed to. Few U.S. institutions will make salary payments in advance at home, and neither is it wise to do so abroad.

*B. Perquisites.* It is very common for government and business, and for some educational institutions, to pay an extra percentage of salary to staff assigned abroad to cover such expenses as travel for the employee and dependents, a housing differential, foreign taxes levied, etc., and to help maintain continuing obligations at home. Other program sponsors are not so generous, and it is essential that policy and practice be defined and understood. Vacation time and terms also need to be specified.

*C. Local laws and customs.* For U.S. employees it is important to know whether special visa requirements must be met by an American employed and paid by his home campus, but working in the host country. Are special employment registration and tax payments required, and if so, when, how much and to whom are payments made? For locally hired employees abroad there are usually legal requirements of the employer that must be understood and complied with, as well as customs concerning such matters as leave time, sick leave, Christmas bonuses, working hours and holidays.

**XI. Site visit.** For a new program an advance visit to the chosen site by a knowledgeable person or persons involved in the program planning process is essential. Academic and logistical arrangements have to be made and firmly pinned down before the program can be announced. It is virtually impossible to obtain all of the necessary information and make essential arrangements without a personal visit. Even if the proposer of the program has lived and studied at the intended site, the visit is necessary—things can change quickly, and many of the essentials for a study abroad program probably were not part of that person's concern while there. The following are among the topics to be discussed and agreed upon with appropriate authorities during the site visit:

*A.* Available and appropriate academic resources and staff—procedures for registration and instruction at a host university, institute for foreign students, or other location; or if the program is to be independent, arrangements for essential academic facilities and qualified staff.

*B.* Field trip possibilities.

*C.* Access to library and other educational resources.

*D.* Calendar considerations.

*E.* Program office facilities.

*F.* Housing and food service, and location in relation to academic facilities.

*G.* Health services.

*H.* Local transportation.

*I.* Program and student costs and payment procedures.

*J.* Possible interest in reciprocal exchange agreements with the host university.

*K.* Terms of desirable contracts, written agreements, or letters of understanding, and procedures for their approval by both parties.

*L.* Other U.S. programs at the site—possible conflicts or collaboration.

**XII. Program costs and budgeting.** Although this is frequently the last step in the program planning process, it may be the final and most important determinant of whether the program is viable or not. Both the institution and the students must be able to afford the costs.

*A. Student costs.*

1. Tuition. As already noted, it is desirable that students pay their regular home campus tuition, and that they be registered officially on the campus in the same way that other students are. The primary reason for this policy is that this makes possible their using for study abroad any financial aids for which they would be eligible as resident students at home. The college work-study program may be an exception, although sometimes even that can be provided abroad if the student can do clerical work or assist the program director in other ways. Without financial aids the principal criterion for student selection for study abroad would almost have to become the ability to pay, and it should be far down the list of criteria.

2. Health and accident insurance. It should be an ironclad rule that every participant in a study

abroad program be required to have health and accident insurance coverage under which claims in other countries will be paid promptly. Neither the institutions nor the individual can afford to risk being without coverage. The risks are rarely any greater than they are at home, but the complications of arranging and paying for doctors and hospitals can be much more difficult for the uninsured individual. It is also desirable for the program director to have a document signed by the parent and/or the student giving authority for hospitalization, treatment and surgery in case of accident or illness.

3. Other program costs. The student should pay the costs of transportation to the program site, housing and meals, books and supplies, health and accident insurance, and incidentals—the same kinds of costs that resident students pay at the home campus. Some schools include some of these items in a package charge to students on the home campus, and the same may be done for study abroad students. In addition participants in study abroad may be assessed for some necessary extra items which should be identified and explained.

4. Elective travel. The unknown factor which upsets many a student's budget for the sojourn abroad is travel on holidays, weekends, and for some, a fairly extended tour at the close of the program before returning home. Even at student rates travel costs add up rather quickly, and virtually all participants spend more than they plan to. Students returned from study abroad can probably give the best advice on a reasonable range of cost in this category, and it is clearly not an institutional responsibility.

*B. Institutional costs.* Each institution probably has its own unique ways of determining costs of an individual academic program. For example, some may consider the costs of program planning, including the site visit, as part of regular campus administrative expenses, while others will charge such costs to the individual program. In any case, a *guiding principle* should be that it is the obligation of the institution to provide the cost of instruction and supervision for study abroad programs as it does for academic programs on the campus. Students should be paying tuition in both cases, and therefore should be entitled to the same degree of institutional support for their academic programs. Possible study abroad cost items to be provided for include:

1. Expenses paid at the home campus.
   a. Expenses of program planning, including the visit to the program site.
   b. Printing of program brochures and application materials.
   c. Travel expenses of program staff and dependents going from the campus to the program site abroad.
   d. Salaries of campus personnel involved in the program.
   e. Any institutional expense involved in the pre-departure orientation program for students or in program evaluation.
2. Expenses abroad.
   a. Salaries of adjunct personnel employed for teaching, administrative, secretarial or other services.
   b. Tuition and fees for students enrolling in foreign institutions—if students are paying regular tuition at home they should not have to pay double tuition
   c. Charges for host institution services.
   d. Rental of needed space for program office, classrooms or other needs.
   e. Office operation—supplies, postage, telephone, telegraph, duplication, and rental or purchase of a typewriter and other office equipment. (Unless program staff are at the program site the year-round to provide security for equipment, rental is probably wiser.)
   f. Institutional share of expenses for authorized field trips, usually confined to transportation, staff expenses and admissions to museums or historical sites which are to be visited as part of the academic program.
   g. Program-related travel by the director, faculty or other official program personnel.
   h. Reserve for currency exchange fluctuations, bank charges, legal fees or other contingencies.
   i. Costs of transporting or purchasing needed library materials not available at the study site.

*C. Institutional budgeting patterns.* In general two budgeting patterns are in use, each varying in detail among institutions using it. A third pattern is a compromise between the two.

1. As part of the campus instructional budget. In line with the guiding principle stated above, some institutions consider study abroad programs to be an integral part of the academic offerings, and their costs of instruction and supervision are budgeted in the same way as any on-campus department, curriculum or course is provided for. Study abroad will probably be more costly than large on-campus social science lecture courses, for example; but it should be less expensive than laboratory sciences, engineering, and other fields requiring extensive and expensive equipment. In any case, study abroad in this funding pattern receives its share of available resources, and participants receive the benefit of the institutional subsidy for educational costs that on-campus students enjoy. This should be the preferred funding pattern; but it may be easier to apply in

private institutions than in public colleges and universities, which may have to persuade state budget directors, governors and legislatures, as well as some of their own colleagues and trustees, that study abroad is not tourism or a boondoggle, but is a unique, academically respectable, dramatically effective and essential instructional mode in today's world.

2. As a self-sustaining component outside the campus budget. Some institutions operate on the principle that study abroad is a costly extra, and that those privileged to participate should pay the cost, including in some cases the salaries and expenses of the program staff. Students should be paying these costs in lieu of tuition, and should continue to be carried as enrolled students at the institution. This funding pattern has some *advantages:* (1) It is easy to determine the minimum number of students necessary to meet the budget and make the program viable; (2) it can be more flexible in expanding, even at the last minute, if there are additional qualified students who want to go; and (3) new programs can be added on the basis of student payments without having to find additional money in tight institutional budgets. However, if all of the program costs are shifted to the participants, there will be at least two *disadvantages:* (1) probably the cost will preclude participation of any but students from affluent families; and (2) participants from either public or private institutions will be denied the subsidy of educational costs from which all on-campus students benefit.

3. Compromise funding pattern. A middle way between the above two patterns is to fund study abroad from instructional funds at least to the extent of the average cost of on-campus instruction per full-time equivalent student for the institution as a whole, and then pass on to participants the excess cost over that amount.

*D. Paying bills abroad.* Money may be sent to the program site for deposit in a special bank account from which the director can pay program obligations abroad. If this plan is used, funds must be transmitted regularly and well in advance of need. An advantage of this procedure is that bills can be paid more readily in local currency. If campus procedures are such that bills can be paid promptly, they could be sent back to the campus for payment. This would mean the recipient would receive payment in dollars, which might or might not be acceptable. Even if this plan is used, the director should have a program account for items that must be paid on the spot, such as bus rental for a field trip.

*E. Packaging program costs.* Some institutions prefer to ask students to pay a package price for a study abroad program, including home campus tuition, transportation to the site abroad, board and room, local transportation in the host city, health and accident insurance, and sometimes even something to stage a reception or dinner as an expression of thanks to officials, professors, landlords and others. This practice has merit, particularly when transportation, room and meals, theatre and museum admissions and other expenses that are standard for all can be more conveniently paid in lump sums. Sometimes an additional amount is included as a hedge against host country inflation or a decline in dollar valuation. While this practice has advantages, there are potential problems in it that officials considering it should be aware of:

1. Student are inclined to want to know exactly what their money is being used for, and information about what is included in the package should be explicit.

2. Very careful management of and accounting for the money are essential and must be clearly prescribed in advance. A separate bank account should be set up for the package monies to be used abroad.

3. If monies are paid to agents for arranging housing or other services for the study group, care must be taken to assure that both the agent and those providing the services receive what has been agreed upon.

4. Inflation and fluctuations in currency exchange rates can be serious whether the expenses are packaged or left to individuals. A protective cushion within the package total is probably a good idea to guard against contingencies, but if this or any other discretionary amount is included in the package, students should participate in deciding on its use.

5. The package total will probably be fairly substantial, and students and/or parents may have trouble paying it all at once. A partial payment plan may have to be instituted.

**XIII. Program promotion and recruitment.** Individual study abroad programs need to be publicized and recruited for, but on a long-range basis it is more important for an institution to promote the concept of study abroad as a unique and challenging opportunity for students, which can be one of the most exciting and rewarding educational experiences of their lives. The promotion and recruitment plan should therefore be a continuing plan encompassing all programs which the institution sponsors or participates in.

*A. General promotion.* To encourage general interest in study abroad the following are suggested:

1. Incorporate study abroad possibilities in the catalog and in brochures and other materials prepared to attract new students to the college or university.

2. Brief admissions officers on study abroad so that in their visits to high schools they can talk

with students about the possibility.

3. Include study abroad in the materials and program to orient new students to the campus.

4. Devise ways of informing academic advisers throughout the institution about study abroad possibilities, and encourage them to bring up the idea in early talks with their advisees. Perhaps this effort will need to start with department chairmen, particularly in those academic fields that do not traditionally concern themselves with the possible international dimensions and relationships of their fields. If students begin planning early in their college careers, it should be easier to fit study abroad into the academic programs without delaying graduation. The adviser also needs to know what academic arrangements need to be made for a student going abroad for a semester or a year, such as some shift in the scheduling of elective and required courses, assuring that necessary prerequisites are taken in time and encouraging language study.

5. Issue an international education newsletter periodically, including student reactions to study abroad experiences.

6. Be sure that all faculty receive announcements of study abroad programs, and encourage them to talk with their students about the possibilities.

7. Prepare written materials especially for parents, or include parental concerns in materials prepared for students and be sure the parents get copies. In some cases parents may be fearful of allowing a son or daughter to go abroad, or they may question the values of such an experience or think the cost would be beyond their means.

8. Plan events to interest students in going abroad for study or other purposes—study abroad nights, travel fairs, intercultural programs of various sorts. Students and faculty returned from experience abroad, foreign students and scholars from countries to which programs go, and relevant local ethnic group representatives may all be useful allies in such enterprises. Printed materials and films may be obtained from travel agents, embassies and other program sponsors.

9. Get the library and the student center to mount periodic displays relevant to study abroad program possibilities.

10. Interest the student newspaper and the student radio station, if there is one, in using stories, interviews, and advertising to inform students about possible opportunities abroad. An issue of the paper giving essential information on all study abroad opportunities available through the institution can take the place of expensive brochures.

11. In all of this assure that the entire campus is aware of the name, location and services of the study abroad adviser's office.

*B. Recruitment.* Some of the above devices, and others that will be developed locally, can be used also to recruit for a particular study abroad program. Other techniques include:

1. A bulletin, brochure, information sheet and/or poster may be desired for each program. Essential information should include location abroad, length, schedule, fields of study, acceptability of courses to meet campus requirements, qualifications required, cost, where to get further information and how to apply. Particularly with a new program a one-page information sheet should be distributed widely among students and faculty just as soon as the program has been approved.

2. Ask department chairmen, academic advisers and professors in relevant departments to discuss the program with their students and encourage participation.

3. Hold a public session for interested students to meet and question former participants and/or the current and former directors of the program.

4. Advertise or get a story about the program in the student paper, including referral to the study abroad adviser for detailed information.

5. The study abroad adviser might advantageously keep a continuing record of student visits by the countries and subject fields of their interest, and follow up with them when recruitment begins for programs that would meet their needs.

6. Use posters on the campus to advertise particular programs and/or the services of the study abroad adviser. If the posters are attractive enough to be stolen to put in student rooms, they probably have been a success.

**XIV. Student selection.**

*A. Timing.* It is desirable to select students for a given program *at least* three or four months before the program is scheduled to begin. They need time to prepare—to learn about the country, study the language, arrange financing, confer with academic advisers, assure cooperation of parents, obtain travel documents, and adjust to the idea of living in another country. More programs are cancelled because of inadequate lead time than for any other reason.

*B. Qualifications.* The desired qualifications of participants should of course be clearly described in the program literature. The following are important qualifications for study abroad in general:

1. Academic

   a. Level. Study abroad programs of U.S. colleges and universities have traditionally been junior year programs. This is the minimum level appropriate for direct enrollment in European university classes. However, for programs tailored for U.S. student needs any level can be accommodated, including graduate. Some have even experimented successfully with sending new freshmen abroad,

and participants frequently go again later in more advanced programs. In some academically demanding fields, such as natural sciences, engineering, architecture, business, and others which prescribe very full upper division curricula, a study abroad experience can best be worked out in the first two years rather than the junior or senior year. But even those departments may occasionally devise programs abroad that will advance their upper level majors toward degrees rather than be a diversion. Any program that claims to serve more than one academic level should be very carefully examined. For example, if upper division undergraduates and graduate students are accepted in the same program, and particularly if they are to be enrolled in the same classes, there should be careful distinctions made in the requirements of the two groups to earn credit.

b. Grade point average. This or some other measure of academic achievement is almost always a qualification for study abroad. Some believe that only B average or better students should be allowed to study abroad, feeling that there will be enough adjustment problems without doubtful academic ability being one of them. Others feel that mediocre students should be accepted and will often be so challenged that they will do better academic work than they ever have at home. Indeed a frequent report is that students returned from study abroad generally are more serious students and perform better academically than they did before going abroad.

c. Prerequisites. For some programs, particularly those at the advanced undergraduate or graduate level, certain prerequisite courses may be required for participation. It is also desirable that the student have had some successful experience in independent academic work.

d. Adviser's approval. Approval of study abroad plans by the student's academic adviser and/or department head is always wise so that the student will know whether the studies completed abroad will be accepted toward major field requirements or counted only as electives. If the latter is the case, additional time may be necessary to complete a degree.

2. Language. Most programs going to countries whose language is not English require at least two years of prior language study in high school or college. When studies are to be carried out in the language, assurance of a specified degree of proficiency should be required and checked either by testing by the language department or an oral interview in the language. An alternative may be a guarantee to enroll for language courses before departure, or a preliminary intensive language program abroad prior to the start of the program's regular classes. Some programs in foreign language countries do not require prior knowledge of the language, but include its study as part of the program, while giving the rest of the instruction in English. This pattern often includes housing with families to increase the speed of language learning. One outcome of such programs is often the enrollment of returned students in further courses in the language at the home campus.

3. Personnal. The applicant's motivation should be positive, and reasons for wanting to study abroad should be compatible with the program's objectives. The individual should have reasonably good health. Some programs make an effort to judge adaptability to new situations and potential compatability with a group. Tolerance for frustration is often an important attribute in learning to cope with language and other problems in another culture.

4. Finances. Inevitably the question of funds to pay the costs of study abroad must be a selection factor. However, it is hoped that the economically disadvantaged student, who will barely be able to exist abroad on the financial aids available, will have as much chance of being selected as the student for whom money is no problem.

*C. Written application.* A formal written application should be required at least six months before the scheduled start of the program. Its length and content may vary depending upon whether a personal interview of the applicant by the selection committee is possible or not. If not, the form will probably be more extensive. It should include instructions for the application process, and should elicit:

1. The designation of the program being applied for.

2. Personal data, including name, ID number, birth date, sex, campus and home addresses, and contact in case of emergency.

3. Academic data, including major and specialty, minor field, grade point average, academic level, academic adviser's name; colleges or universities attended with dates and degrees; language courses taken in high school and college with credits and grades; the student's own estimate of his/her language proficiency; other courses taken that relate to the program.

4. Plans for financing study abroad.

5. Statement of the student's objectives for and benefits expected from study abroad.

6. A language evaluation form, to be filled in by a language teacher familiar with the student's proficiency.

7. Forms for confidential references if desired.

8. A health report which may be required only after the final selection is made on other qualifications in order to be sure that the health record is recent enough to be valid, and to save the cost of the examination for students who are not chosen. (See Appendix C for a sample application form devised for use by a consortium, but adaptable to other situations.)

*D. Selection process.* The selection is normally done by a committee of people knowledgeable about study abroad, including alumni and former directors of the program if possible. (Note that the Privacy Act may preclude student members from seeing grades and confidential letters from references of candidates without signed permission from the candidates.) Depending upon circumstances and numbers of applicants, the process may be comparatively simple or quite elaborate. Its steps may include the following:

1. Consideration of the written information available.

2. A personal interview with each applicant by the committee as a whole or by one or two members.

3. Follow-up on any gaps in information or any questions raised in the previous steps.

4. Final selection, including principals, alternates in case some principals have to withdraw, and those rejected.

5. Notification to all applicants of the outcome of their applications, preferably in writing.

*E. Applicants from other institutions.* If applicants from other colleges and universities can be considered, modifications in the application and selection process may have to be made. For example, a personal interview by a member of the selection committee may not be feasible, but perhaps a person at the student's home campus and known to a committee member might be asked to conduct the interview.

**XV. Orientation of participants.** Most people responsible for study abroad programs believe that preliminary orientation of program participants is essential, but orientation programs in general tend to be superficial and ineffective. An unfortunate problem is that orientation usually takes place in the day or two before the study group departs from the United States, or just after it arrives in the host country. In either case the students are likely to be so exhausted, either from the excitement of packing, partying and departing from home, or from the long flight, jet lag and entry procedures, that they are in no condition to learn anything. The following sections suggest alternatives that should be more effective.

*A. Definition and concept.* Orientation can be defined as the learning required for a person to function in a new situation. It should be thought of not as a one-to-three-day event, but as a process taking place over a long enough period of time to enable students to prepare themselves mentally and emotionally to take optimum advantage of their opportunity to study abroad. It should encourage in-depth learning about the country to which the study program is going, and about its people and their culture. It also should enable students to identify and correct many of their inaccurate preconceptions and stereotypes.

*B. Timing.* Ideally orientation should begin soon after the students are selected, when the excitement of being chosen motivates them to prepare and complete their plans for the experience. It should continue on an active and planned basis through the first few weeks after arrival at the study site abroad. Actually the orientation process continues throughout the students' sojourn in the host country.

*C. Techniques.* When all students in a study abroad program are from a single campus and its contiguous area, these modes are possible: (1) a series of weekly meetings held over a semester or an academic year; (2) an orientation course, possibly titled "Intercultural Adjustment" or "International Education," for which credit is given; (3) a series of weekend workshops; or (4) an intensive week-long workshop, possibly during a vacation, and well in advance of the program's departure date. When participants in a given program are widely scattered and cannot meet, an intensive workshop may be the only orientation possible for them, and to be practical it may have to be scheduled just prior to the group's departure from the United States or just after their arrival abroad, either of which will considerably diminish the effectiveness of the orientation. One alternative which also may be useful for an on-campus group would be an orientation handbook for the program, including substantial treatment of major orientation topics, recommended readings, and reports from previous participants on things they wished they had known before they went, techniques for learning and for adjustment that worked for them and how the problems they encountered were resolved. If intensive language study is planned for the first few weeks abroad as part of the program, orientation can be very successfully combined with it for the entire group.

*D. Orientation resources.* Resource people may include previous directors of the program, former participants, the director who will be with the group being prepared to go, foreign students and visiting faculty from the host country, and visiting officials of the host university abroad or from the host country's embassy in Washington, D.C., if such visits can be arranged. Library resources to be recommended for reading include information on the culture, educational system, history, litera-

ture and other aspects of the host country.

*E. By whom.* The orientation program should be directed by a returned former director, the study abroad adviser or the new director who is going with the student group. The new director will be a key person who not only can participate in the stateside part of the orientation, but also continue the process with the group at the study site abroad. His is the important role of advising and providing intercultural interpretation to students and to those with whom they come in contact.

*F. Content.*

1. The host country and city. Students should learn as much as possible about the country they are going to—its culture, language, customs, history, arts, geography, economic and political circumstances and problems, religion, and the nature and interests of the people. The more they can learn about the country and the host city and people, the more successful their visit will be.

2. The academic system. If the students will be studying in a university or other host country educational institution, it is essential that they learn as much as possible about academic procedures and expectations—how to register, what courses are offered and which are appropriate; what to do if you get into an unsatisfactory course; what kind of preparation is expected for classes; what kind of testing occurs, if any, when, and how often; relationships with professors; access to libraries; how to get extra help if needed; what kind of written work is expected, and how should it be prepared; is class attendance required—these and many other questions are best raised and answered before the academic work ever starts.

3. Contact and communication with people. Another neglected area in orientation is how best to make contact with host country people, both students and others. It is easy enough to visit the castles, cathedrals, museums, concert halls, theaters, monuments, and historic sites, but the most meaningful and memorable part of an extended experience abroad should be learning to know people and their thinking, reactions, problems, values and customs. Living with families is one of the most effective ways of contact for many U.S. students abroad. Dormitory living, student centers, sports, and student restaurants also can be helpful; but low-key and sensitive initiative on the part of the individual over a period of time is essential for maximum benefit. Orientation should provide some instruction in techniques of intercultural communication, for which NAFSA can provide materials and identify experts who can help.

4. Being a foreign student. U.S. students usually need some help in learning how to be foreign students in another country. At home they have been part of the majority, which has probably paid little attention to foreign students in its midst; suddenly finding themselves part of that same kind of excluded minority in a strange country comes as a shock. The problems of foreign students are virtually the same everywhere, and returned participants and program directors can often give suggestions on how to bridge the barriers in the program's setting.

5. Adjustments required. Few going for an extended sojourn in another country realize the nature and extent of the differences and the adjustments one must make, even in Canada and England. Adjusting may be particularly difficult if there is also a language barrier. There will be differences in the living style and pace, food and the scheduling of meals, the academic system, money and its relative purchasing power, mores and codes of conduct, dress standards, relationships between the sexes, recreational patterns, climate and many others. Students should understand that the first few weeks may be difficult, but that they will soon learn to cope and feel comfortable in the situation.

6. U.S. culture. To participate adequately in cross-cultural experiences abroad, U.S. students should review their knowledge of their own culture and its influence on them. Especially they should be sufficiently up-to-date on current affairs and U.S. economic and foreign policy to be able to discuss them intelligently with interested host country people who often are surprisingly well-informed about these subjects.

7. Logistics. Part of orientation is necessarily devoted to mechanics—details of travel arrangements; how, when and to whom to pay money, and how much; what to take; how students dress in the host country; when do holidays occur and many other practical questions. Much of this can be in writing and need not take time in group sessions.

**XVI. Transportation.**

*A. International.* Virtually all transportation to study abroad sites is by air. Considerable easing of restrictions on travel occurred in 1978, and one of the effects has been relatively low fares on commercial flights for both individuals and groups, very low-cost standby flights, and greater flexibility of travel possibilities. Special arrangements on commercial flights often rival charter flights for economy, and may offer greater convenience. The watchword is to shop for the best possible fares and flight schedules for the study group, including possibilities through CIEE. Faculty and their dependents connected with the study program can usually enjoy the same fares as the students. Sometimes the cheapest and most desirable plan may be for the group going to Western Europe to land at a common terminal point, such as London, Paris, or Luxembourg, and then travel by bus or

train to the study site. For those going to Eastern European, African, Middle Eastern or South Asian locations, student fare flights from Western European centers may be practical and cheaper. East Asian locations are best reached from San Francisco, Seattle or Los Angeles. Occasionally students will be instructed to arrange their own transportation and meet the program director at a designated place, date and time at or near the program site.

*B. Local transportation abroad.* Sometimes at study sites housing is some distance from the places where classes are held, and local transportation back and forth may be both an expense and at times a problem, particularly when local bus service stops at 8:00 p.m. and students want to take part in evening activities. Discount passes may be available for students on local transportation and should be investigated. Bicycles are also widely used.

*C. Field trips.* A chartered bus is usually most convenient for field trips scheduled as part of the academic program. Sometimes regular trains or buses may be almost as convenient and more economical.

*D. Vacation travel.* Usually the study abroad program takes no responsibility for students' vacation or weekend travel. However, if enough students want to go to the same places at the same time, a chartered bus would be a possibility. Usually students go off on their own alone or in small groups. They should be informed of the possibilities of rail or bus passes and of any laws or precautions concerning hitchhiking.

*E. Return travel.* With the possibility of flexible low-cost travel arrangements, it is more and more common to leave return travel open so that individuals may make their own return arrangements. If CIEE transportation is used, students in Western Europe and Japan may book return flights through CIEE offices in Paris and Tokyo.

**XVII. Housing.** At most program sites housing seems to be difficult to find, especially for larger groups, unless it can be arranged through a host institution. Housing can be an important means of cultural immersion, or it can virtually assure the study group's isolation. It therefore merits careful planning. Whatever the housing mode, it is essential that the rules of occupancy and the financial arrangements be clearly understood by all parties concerned.

*A. Types available.* The following alternatives are used by various study abroad programs.

1. Housing with families. Culturally this is the most desirable kind of housing, assuming that students are taken in as family members. If they are simply roomers and have no contact with the family, desirability would drop to the no. 3 level below.

2. University or private dormitories. Residence halls are usually not as extensive at foreign universities as they are in the United States. Where they exist and there is room for Americans, there is close proximity to host country students, and probably also to other foreign students.

3. Apartments or rooms in the community. These can work out well, particularly if they are shared with host country students; but generally this is not the case, and the U.S. students tend to be isolated.

4. Taking over houses or blocks of hotel rooms or apartments. To house the entire group this kind of arrangement may be necessary in some locations, but virtually assures that the group will be in a kind of "American ghetto" with the barest minimum of meaningful contact with host country people. Students will be observers of the culture, but have little or no opportunity to become participants in it.

*B. Responsibility for arrangements.* Usually those administering the program, either the director or a locally-hired staff person, arrange housing for the entire group. This should be done in advance of their arrival. At some locations local persons who will serve as agents for this purpose can be found. This may work well if they are reliable people and if there is a careful understanding of exactly what their responsibilities and authority are. Another practice in a few programs is to arrange for temporary housing for the group for a few days, and require them to find their own housing for the remainder of the sojourn. This can be a frustrating experience, but it also provides a quick and effective orientation to the host city.

*C. Policy on changes.* Regardless of the housing arrangements made, there may be pressures from some students to change location. It is therefore wise to have appropriate rules and procedures determined in advance to govern such requests. Probably the rules on changes should be discussed with students, landlords and householders before the students move in in order to minimize problems and hard feelings.

*D. Costs and payment procedures.* Costs of course vary widely from one program site to another and may be as variable at a single site, depending on distance and desirability of possible facilities. The advance site exploration should have developed a picture of the housing available and the range of costs. Housing money may be collected from students as part of a package program charge, and may then be paid out by the program director directly to landlords and householders. If money is turned over to an agent who deals with the householders or landlords, terms must be stated in writing and checked upon to be sure they are being followed. Sometimes the intended recipients are short-changed, and a nice percentage

goes into the pocket of the agent, over and above the fee agreed upon for service.

**XVIII. Meals.** It is important that meal arrangements be as clearly specified as those for housing. Students normally expect to eat 21 meals a week, and in some cultures morning coffee and afternoon tea may provide additional snacks, along with the late evening snack the student may be used to. At least three regular meals a day should be assured by the program management. Students living with families will probably have breakfasts, most dinners and perhaps all weekend meals with the family. Lunches on school days would normally be at restaurants exclusively for or frequented by students. Dormitory dining halls are not as common abroad as in the United States, and in some locations all meals will have to be eaten out, or can be prepared at home by those living in apartments or in rooms with kitchen privileges. Again it is more convenient to pay for meals by the week or the month, but in many program sites at least some will have to be paid for individually, with the resulting need for self-control to keep costs in line.

**XIX. Health service.**

*A. Facilities and procedures.* Arrangements must always be made to provide students with health service when needed. Again on-campus services are not common in many other countries. In the United Kingdom and a few other countries national health services will serve foreign students as well as citizens. It may be possible to make arrangements with a local physician to serve students when necessary. Whatever the arrangement, students must be carefully instructed as to where and how to take advantage of the services.

*B. Health and accident insurance.* As has already been noted, health and accident insurance payable abroad should be as necessary a part of study abroad requirements as the passport and the airline ticket. The procedures for making claims should be an important part of the instructions given to students and program directors. No institution can afford to allow even one student to go abroad under its auspices without adequate insurance coverage.

**XX. Registration at a university abroad.** If students in the program are to enroll at a foreign university it is essential that they be instructed in the process, and perhaps even guided through it.

**XXI. Access to library facilities.** Finding and arranging access to adequate library facilities abroad is often a frustration for U.S. students. There are few U.S.-style libraries with comprehensive card catalogs, open stacks and adequate space to spread materials out on a table to work on. Special arrangements often have to be made for entry and library use. Libraries abroad tend to be specialized and may be scattered in various places in the city. Textbooks are often difficult to obtain. Because of these problems, study abroad programs have sometimes established their own small libraries in the program offices. This is particularly common if the academic work is being given outside a university, but may even be done for materials needed for university courses. Some books may be brought from the campus library at home, others may be donated by students who have managed to acquire them and have finished with them, and some may be purchased specifically for program use.

**XXII. Advising students abroad.** U.S. colleges and universities have for many years provided extensive academic and personal advising services to students who need them. The rationale for this practice is that no student whose mind is on personal problems is going to realize his/her academic potential. Therefore, the institution should provide advisory and counseling services for all students needing help to resolve their problems so that they may arrive in the classroom in optimum condition to learn. This is not a philosophy shared by most foreign universities, although some have established at least minimal advisory services for foreign students. Determining what advisory services are available should be part of the site investigation in the planning stage of the program. These of course can and should be used. However, the major advising responsibility for a group of U.S. students abroad will fall on the program director.

*A. Academic advising.* The director has a threefold responsibility for academic advising:

1. Advising in the study abroad situation to assure that each student understands the academic processes in effect for the program, including registration, choice of available courses and student responsibilities in the academic processes; and, if academic problems arise, to help the student resolve them. There may be language problems or difficulty with course content that require finding tutorial help. Other problems include difficulty in getting necessary references for a paper, and finding that a given course is not appropriate and changing to another.

2. To advise students relative to their degree programs at home, and particularly to be sure that they are in touch with their home campus academic advisers if any serious questions arise about the academic work abroad in relation to the degree program at home.

3. To assure that adequate and timely arrangements are made for registration and housing reservations for the next term on the home campus after returning from study abroad.

*B. Personal advising.* Any number of personal problems may arise with students in a study abroad situation, many of them associated with

adjustment, money, interpersonal relationships and confusion over cultural cues. The principal responsibility for helping students in these matters falls on the program director, and the director's spouse, who are often regarded as the only stable links with the student's feelings of security at home.

**XXIII. Evaluation of academic work.**

*A. Instruction in the foreign system.* If students are enrolled in a foreign institution the evaluation of academic work completed will, initially at least, be in the system in use in the country, and be done by each professor the student has had. Sometimes grades are not normally given in the foreign system, and there is no course-by-course evaluation—only an examination at the end of a three or four-year degree program. In other cases arrangement is made for U.S. students to take the first half of a course normally evaluated at the end of the academic year. In either case either professors or officials of the host institution will have agreed to provide an evaluation of the student's work either in host country or U.S. terms. Instead of coping with the problem of grades and conversion from a foreign system to U.S. terms, some campuses grade overseas study on a "pass-fail" basis, assigning no grade points to it, and in effect treating it the same way they do transfer credit. Study abroad students generally object to this, particularly if they have done well and study abroad grades would improve their grade-point averages at home.

*B. U.S. style instruction.* If the academic work of the program has been organized outside the host country educational system with U.S.-style courses taught by host-country instructors under the program director's supervision, grades could be given in U.S. terms, providing the instructors are familiar with the U.S. system.

*C. Role of the program director.* The director's role may be to confer with each professor and obtain an evaluation either in the foreign system or in U.S. terms which the professor is willing to certify, and which the director believes is a reasonable evaluation of the given student's work. The director may then be empowered to convert the foreign grade or rating into a U.S. grade, or may simply certify it to the registrar or admissions office of the home campus where the conversion will be made.

*D. Permissible credits.* A common formula for determining allowable credit is one semester credit for 15 hours of lecture and discussion, or for 30 to 45 hours of laboratory or studio work. This normally works out to about one credit per week during a normal 15-week term for a student taking a full academic load. Some study abroad enthusiasts contend, with some justification, that while students are abroad they are learning nearly every waking hour, and occasionally one sees proposals for two or three credits per week, especially for relatively brief but intensive programs. This practice is not acceptable. It would quickly undermine the credibility of study abroad, and should not be permitted.

**XXIV. Reorientation of study abroad students.** Although we have long recognized that foreign students have problems of readjustment to their home cultures after studying in the United States, it has only recently become apparent to most study abroad administrators that U.S. students also have re-entry problems and can benefit from attention to them shortly before and/or soon after returning home.

*A. Summarization and consolidation of learning.* A primary purpose of re-entry orientation should be a careful look at the learning from and values of the experience abroad. This summarization will probably deal much more with out-of-class learning than with course content. It will include what has been learned about the people, the country, the culture, and the values and quality of life exemplified thereby. Even if only one session is devoted to this process, it can be of great value to students. It can help them go beyond the superficial and get down to the real values gained. Greater maturity and seriousness are frequently reported outcomes of study abroad, and intelligent summarization of the learning and observations is an outward and visible sign of that change.

*B. Perspective on the United States.* Another important value experienced by returned study abroad students is that the time spent in another culture has sharpened their objectivity and perspective on their own country.

*C. Possible readjustment problems.* Readjustment will be no problem for those whose experience abroad has been brief or those who have associated mostly with Americans abroad and have really never left home in the psychological and cultural sense. But for those who have stayed a semester or more, have made a good adjustment to the host country culture, made many friends, become deeply involved, and enjoyed the people and the culture, there may be almost as severe adjustment difficulties on return home as there were upon entry into the foreign culture.

1. Examples. If the student has become fluent in the host country language and hasn't spoken English for some time, there may be a somewhat embarrassing tendency to mix the languages or to have to grope for the right English words. Even beyond the period of jet lag there may be trouble readjusting to the schedule and tempo of U.S. life. It may be both unexpected and disappointing to find that family and friends aren't especially interested in hearing long tales of the experience abroad or seeing hundreds of pictures or slides—

they haven't shared in the experience and can't really participate in the conversation. Also people at home will seem even more provincial and less knowledgeable and interested in international issues than they—and perhaps the returned students as well—had been before the program began.

2. Remedies. The chief remedy is awareness that problems may occur, and some thought in advance about how to deal with them. At least a month before the end of the program the director should have a session or two with the group to discuss their plans following the conclusion of the formal program and their return home. The question of readjustment should be on the agenda for these meetings, and should be pursued even though the students consider the idea of their having readjustment problems ludicrous. At the very least they can be helped in considering techniques of communicating the highlights and values of their experience to others over a period of time and with a minimum of extended monologues. For those returning to the home campus another session or two might be profitable shortly after their first term at home begins. At that point ways of dealing with adjustment problems can be reviewed, as well as ways in which they might contribute benefits of their experience. The session also might include techniques for interesting other students in going abroad for study. Another session a semester later could also have value in revealing maturing ideas and separating lasting benefits from casual impressions. If the program director is not back on the campus the study abroad adviser should take the responsibility for convening these sessions.

**XXV. Program evaluation.** Both enthusiasts in the study abroad field and those who are critical talk about the need for and the importance of evaluation, but almost no one does anything substantive about it. Few have the time or resources to do a thorough, objective and scientific before-and-after study of the effects of study abroad on the knowledge and attitudes of participants. The students scatter so quickly after their return that it is often difficult to carry out even relatively superficial opinion polls about the experience. The following are evaluation steps that can be taken. The first three are simple enough that they should be undertaken for every program every time it goes with a new group of students.

*A. Evaluation by students.* The least that can be done in evaluating a study abroad program is to ask the participants near the end of the program to fill out an evaluation form giving their reactions to it. Even a one-page form similar to that given in Appendix D can provide very useful information. It can be completed in 30 to 45 minutes, even allowing some time for thought. To help assure candor, the program director might suggest that a student collect the forms, which do not ask for the names of the students completing them, seal them in an envelope, and mail them to an appropriate official of the sponsoring campus. If longer and more detailed student evaluations are desired, the State University College (Brockport, N.Y. 14420) has a 7-page form, Antioch College (Yellow Springs, Oh. 45387) has a 13-page form, and undoubtedly many other sponsoring institutions have their own versions. These can be fairly easily tabulated to get a program profile which gives a good reading of student reaction to the experience, and may be very informative with respect to needed improvements.

*B. By the program director.* At the conclusion of the program the director should certainly be expected to submit a fairly complete report on the program's operation and his/her assessment of its success, along with recommendations for desirable changes.

*C. By the committee on study abroad.* The students' and the director's reports should be available to the faculty committee and to the appropriate officials of the sponsoring campus, including the study abroad adviser. The reports should be reviewed, perhaps discussed with the director if he/she is back on the campus, and with a group of returned participants. If any other faculty or campus officials have visited the program while it was in operation abroad, their reports and opinions also should be reviewed. The committee should then make recommendations for desirable changes in the program's operation the next time it goes. It also may make recommendations for further evaluative studies, such as those suggested in the following two paragraphs.

*D. Evaluation by others.* Objectivity is no doubt questionable in the reports of the students and the program director, and an institution may, and probably should, want a more objective look at the program's operation by experienced and impartial persons not related to the institution. This could probably be arranged through the consultation services of the NAFSA Field Service Program, or NAFSA could suggest experienced consultants with whom the program sponsor could make arrangements directly. CIEE also has an evaluation service open to its member institutions. The Bibliography gives a few selected references on evaluation that would be helpful in an external evaluation project.

*E. AACRAO-NAFSA Evaluation Guide.* The joint Task Force on Study Abroad of the American Association of Collegiate Registrars and Admissions Officers and NAFSA has developed a publication (1979) titled *Study Abroad Programs: An Evaluation Guide*, outlining a procedure for an in-depth evaluation of a study abroad program based

on (1) analysis of written information about the program, (2) information from those administering the program, (3) responses of recent program alumni, and (4) an on-site visit to the program in operation abroad by an experienced team of evaluators. The evaluation procedures were developed and tested over a two-year period. The procedure can be used by an institution for self-evaluation of its programs, or for a more objective review an outside evaluation team can be used.

*F. Long-range follow-up.* It would be revealing to do a follow-up study a year and/or five years later asking the same people again to complete another copy of the same evaluation form they turned in at the conclusion of their study abroad experience. Any irritations or euphoria of the moment would by then have faded, and the real values of the experience should show through much more clearly.

*G. Uses of evaluation.* The uses are no doubt self-evident, but the following are the most common ones:

1. To determine the values of the experience for the participants and the changes that have taken place in their knowledge, attitudes and understanding.
2. To obtain facts to help in gaining administrative and budget support for study abroad. (Sending a skeptical administrator abroad to visit a program either individually or as an evaluation team member can be useful in winning support.)
3. If the evaluation is favorable, there is satisfaction in knowing that the program is working well, and it can be continued with confidence.
4. If the reaction is negative, identification of what is wrong is the first step in improving it.

*H. General results of evaluation.* Most evaluations, especially those by students, show a very high percentage of positive reactions to the experience abroad, usually as high as 90 per cent and sometimes higher. However, students in giving these high marks are very often admittedly considering primarily the out-of-class experience rather than the academic program itself. This is sometimes disconcerting to campus authorities, but it need not be. After all, students have had a good deal of experience in classes, being lectured to and examined, reading assignments and submitting papers. The academic program abroad, while including unique elements, is in its basic outlines probably not so very different from academic programs at home. However, the experience out of class in another culture is new and unique for many Americans, and should be expected to have a greater impact.

**XXVI. Continuation of the program.** Once the complex process of planning and implementing a study abroad program is successfully completed, it can be continued in subsequent terms and years with relatively less expenditure of time, effort and funds, and with the continued cooperation of the host country people and resources previously used. With each program group the operation should be smoother and more successful, even though there will continue to be occasional problems. Administrators faced with budget and personnel problems sometimes suggest that a program be dropped for a year and then reinstated, and of course if enrollment is insufficient for it to be viable, it may have to be dropped. However, the cooperation of people and institutions abroad cannot easily be turned off and on. Those at the study site who went out of their way to help get the program started are willing to continue it on the same schedule with needed modifications; but if it is cancelled they will go on to other things and may never be available again. Continuity is desirable from the point of view of both the foreign and the U.S. institutions.

**XXVII. Reciprocity with host institutions.** In recent years there has been considerable interest on the part of government and university officials in Europe, and to some extent in other parts of the world, in educational cooperation on a reciprocal basis. In some cases host institutions and governments are not only subsidizing the instructional costs, but also the board and room of our students to a far greater extent than we support either our own or foreign students. They are quite happy to take U.S. students, but are now asking that we reciprocate at least to some degree by making it possible for some of their students or faculty to come to our campuses. Most European universities and some others are not interested in sending undergraduates, but would like to send graduate students or faculty to study or teach on our campuses in exchange for the students we send to their institutions. Another form of reciprocation might be to send some of our senior scholars to conduct advanced seminars or participate in cooperative research at their universities. Anyone who has dealt with such requests knows that they are difficult to work out, but we should recognize the interest in reciprocity and the justice of it, and try to achieve mutually satisfactory reciprocation whenever possible. In some cases U.S. and foreign universities have concluded formal agreements to provide for continuing relationships through faculty and student exchanges, joint research and library exchanges.

**XXVIII. The impact of study abroad on the home campus.** Much has been said and written about the contribution that visiting foreign students and faculty can and should make to the international programs of an institution. However, little has been said and less has been done about capitalizing on the experience abroad of returning U.S. students and faculty beyond their contribu-

tion to continuing study abroad programs. As an example of what might be done, a department might ask returning majors to help evaluate the curriculum and academic procedures in the light of their broadened experience. Returned study abroad students are often impatient with courses and teaching methods at home, and their criticisms might suggest important improvements that could be made. They would surely have ideas about strengthening the international and comparative content of courses and curricula. They might also have suggestions on how campus international programs and curricula could help generate new and innovative study opportunities abroad. For example, could technical assistance programs being administered in developing countries by a number of major U.S. universities provide mutually beneficial internships for U.S. students in those countries?

## Legal Considerations

**I. Laws and practices of the host country.** While U.S. law can be very complicated, the laws and bureaucracies of other countries can be even more complex, and often are operating on totally different premises. It is therefore essential to inquire into the legal provisions and practices at study program sites abroad in the program planning stages to be sure there will be no serious legal difficulties and possible disappointments while the program is in progress.

*A. Entry and registration of aliens.* Many countries allow U.S. tourists to enter for relatively brief visits without visas. The same may not be true of students and a program director planning to remain several months or a year. As already noted, a check must be made with a consulate or embassy of the country to find out for sure. There also may be a requirement that aliens remaining in the country longer than a specified time must register with the police or some other government agency.

*B. Taxes.* Various forms of taxes exist in other countries as well as the United States. For example, payroll and social security taxes must be paid for locally hired employees in some countries. While most study abroad programs have assumed that U.S. citizens paid from U.S. sources and in the foreign country temporarily are not subject to such taxes, there have been recent indications that this may not always be the case. Airport taxes are common abroad and can be a serious problem for the student traveler who didn't know about them and doesn't have the money to pay them. U.S. personnel paid from U.S. sources usually are not subject to income taxes in other countries by reason of tax treaties with the United States, but this also may require checking to be sure.

*C. Contracts.* Contracts or agreements with institutions, agencies or individuals are not always viewed in the same way abroad as they are in the United States. What we regard as a gentlemen's agreement in writing may have the force of law behind it in other legal systems, or a binding legal contract in our terms may have no status abroad beyond the goodwill of the signer. It is therefore important in making agreements in other countries to be sure that both sides have the same understandings and are speaking the same legal language.

*D. Conduct.* Observance of the mores of a country is of course important for the reputation of U.S. visitors, be they students, faculty, business people, tourists or others. However, a U.S. passport does not exempt anyone from observing either the customs or the laws of the host country. In recent years the major problem has been violations by U.S. students of the drug control laws of other countries, which in general are far more strict and impose much heavier penalties on violators than U.S. laws do. Students and others traveling outside the United States should be aware that U.S. consulates and embassies can do absolutely nothing to help a drug violator, and many foreign jails are even less attractive than those in the United States.

*E. Vehicle operation.* Laws for licensing and operation of vehicles (bicycles, motorcycles and automobiles) are also among those that may be quite different and need to be investigated and observed by those using these means of transportation while they are on study programs abroad.

**II. Liability.** Legal liability has not been an issue in study abroad programs to an appreciable extent, but our society is manifesting increasing concern for individual rights, and is clearly becoming more legalistic. Therefore, as a precaution, legal angles should be reviewed and appropriate steps taken to avoid complications.

*A. Health and safety of participants.* There is no question that health and accident insurance should be required for all participants in study abroad programs, and a disclaimer statement should probably be included in a document signed by the student and also by the parent or guardian if the student is a minor. A statement of permission for hospitalization, treatment and surgery should also be signed for use in cases of serious illness or accident. Clearly students are young adults, legally of age at 18, and the institution cannot be held liable if reasonable precautions are taken and assistance has been provided, and if the circumstances are as represented in the published program information. The institution cannot ac-

cept responsibility when the students are off on their own and outside the jurisdiction of the program and its director.

*B. Changes in content, costs or arrangements for the program.* Changes over which the sponsor has no control are often required after the program literature is printed and distributed, particularly in transportation arrangements and costs. Again it probably is wise to include a disclaimer statement in the public information distributed, and if legal advisers recommend it, in the registration agreement which the participant signs.

*C. Changes in currency exchange rates.* In recent years there have sometimes been rather substantial changes in dollar values and currency exchange rates. Obviously when the dollar value goes above the level projected in program planning, it is an advantage both to the students and the institution. Conversely, declining value may cause serious problems for both participants and sponsor. The sponsor has no legal responsibility in this except to warn students that it may happen, and perhaps to build in a modest cushion in program costs and budget provisions to cover such exigencies. If extra money is collected from students for this purpose and is not needed, it should be returned to the students, or used in ways they have approved.

*D. Consumer information and program quality.* There have been at least threats of lawsuits against program sponsors because of students' dissatisfaction with the quality of study abroad programs, or because of alleged misrepresentation of quality and content. However, NAFSA is not aware of any cases that have come to trial. There is a possibility of suit, and it therefore behooves a sponsoring institution to be careful in observing the consumer information rules now in effect to assure that the program is fairly represented in public information released.

## Emergencies

**I. Transportation.** The most frequent emergencies that occur in connection with study abroad programs result from failure of air carriers to maintain announced schedules. Such failures have resulted from weather, fuel shortages, equipment failure, booking of more flights than the company has equipment for, employee strikes and even bankruptcy of the airline. Sometimes flights have been delayed for several days or cancelled. Occasionally rebooking of the entire group's flight has been necessary. In such cases there are unexpected added costs which may cause hardship for students. It is probably wise to suggest that students save some traveler's checks in case of delays in flight plans. The program budget may also need a cushion in case commitments have been made for facilities that cannot be used because of a delay. Airline officials, student travel organizations, and U.S. consular personnel can sometimes help in travel emergencies.

**II. Health emergencies.** Serious mental or physical illness, injury or death of a program participant merit classification as emergencies, and usually require quick and decisive action on the part of the program director. Immediate arrangements must be made for proper care of the student, and, in the case of death, requirements of local law must be met and arrangements made for return of the body, the costs of which should be covered by insurance. In any such emergency parents and home campus authorities must be notified immediately by phone or cable. If cable is used, the telephone number and cable address that the addressee can use for further information should be included.

**III. Incapacity of the program director.** If through health difficulties, accident or other cause the program director is unable to carry out assigned duties for an extended period, the home campus immediately should be notified and make alternative arrangements to continue administrative responsibilities at the program site. This may be done by sending an interim director or appointing a known and capable person at the program site. It is both unethical and undesirable for the director to try to conceal his incapacity.

**IV. Delays in receiving funds.** Sometimes there are delays in receiving funds from home both for program use and for individual students. The experience of being destitute and unable to pay bills is unpleasant and damaging to the reputation of a program, but the inability of individuals to buy food can be even more serious. While borrowing from friends can tide an individual over, this can probably not be done to pay program personnel and other obligations. Again, it is desirable to have some reserve available to prevent such emergencies.

**V. Dismissal of a student.** While occasionally a student may withdraw from a program because of failure to make necessary personal adjustments to the culture or for reasons of health or dissatisfaction, there is sometimes need to eliminate a student from the program by administrative action. Causes for such action could include failure to do the required academic work, gross incompatibility with the student group or the host institution, or undesirable conduct of some sort. Such action should be taken by the program director only after every reasonable effort has been made to alleviate the problem, and after consultation with the appropriate officials of the sponsoring campus. Home campus officials should be responsible for notifying the student's parents or guardian.

**VI. Arrest of a student or other program personnel.** All program personnel, both students and staff, are subject to the laws of the host country, and in the orientation program should be made aware of any differences in laws that might cause trouble for them. An obvious example is any law governing use or sale of drugs, a problem which has already been mentioned. When a student or any other person connected with a program is arrested, the program director should make every possible effort to see that the individual receives appropriate legal advice and understands the law and the possible penalties. The nearest U.S. Consul or Embassy and appropriate officials of the home campus should be immediately informed by the director. The parents or guardian of the student should immediately receive the information either from the director or from an appropriate official of the home campus.

**VII. War or national emergency involving the host country.** Examples of such emergencies affecting U.S. students in recent years have been the Israeli-Arab conflict in October, 1973, and the national emergencies in Lebanon in 1976, and in Iran in 1978. The first affected a substantial number of U.S. students, the second a moderate number and the last only a few. In such instances the U.S. Embassy in the country almost always has standby plans to evacuate U.S. citizens whenever the situation deteriorates to the point that such action seems necessary. If possible, the sponsoring campus should get in touch with the appropriate country desk in the Department of State in Washington, D.C., to find out what the plans are, and should assure that the program director has been in touch with the U.S. Embassy in the country for information and instructions. Periodic telephone contact with the director can be reassuring. The director should be certain that every student is adequately informed of contingency plans and can be readily reached. The home campus should inform parents of all participants of steps being taken to assure the safety of the students. In most instances students in the country do not perceive the situation to be nearly as threatening as news reports in this country indicate. Another effect of war or national emergency can be disruption of the academic program when host country students and faculty are called to emergency service in their armed forces. In the case of Israel in 1973, it was possible to continue classes for foreign students, so this did not happen. In Lebanon, however, the American University of Beirut and other institutions had to be closed.

**VIII. Strikes or internal conflict.** Occasionally labor or political problems can cause dangerous riots and continuing strife in a country. Host country students are often deeply involved, and the universities may be closed by the government. In such instances there may be concern because press reports tend to give the impression that the entire city or country is torn by strife, when the trouble is actually quite localized. In some instances a program may be interrupted for a period of time, requiring make-up sessions when things return to normal, and in other cases it may be possible to arrange for continuation of classes for the study group either through university authorities or directly with individual professors. This must be very carefully done to assure that doing so does not become an issue that makes the situation worse or makes the U.S. student group a possible target for hostile action by either side. Needless to say, U.S. students should not become involved as partisans of any of the contending factions, and in every such instance there should be close communication between the program director and the home campus.

# 8

# CONCLUDING STATEMENT

Those who have had opportunities to talk with and observe students who have had experiences of significant length in other countries and cultures are continually impressed by the impact these sojourns abroad have had. In well over 90 per cent of the cases the individuals' personal testimony is that the experience has been the most exciting educational opportunity of their lives so far, and most of them are no sooner home than they begin thinking and talking about future trips abroad. There are a few for whom the experience has been a failure—they have learned little and only reinforced their earlier prejudices. But for the very large majority the result in broadened interests and perspectives has been well worth the cost in effort, time and money. For some the effect of the experience abroad has been so dramatic that it has changed the direction of their lives in terms of vocation, interests and values.

There are no reliable national statistics on the numbers of students who participate in formal study abroad programs, much less those who go independently for study, travel, work or voluntary service in other countries. However, the guess of advisers on U.S. college and university campuses is that probably no more than about five per cent have the chance for even as much as two weeks abroad while they are in college. We can only lament that so valuable an experience is available to so few, and resolve to do everything within our power to expand and diversify the opportunities, and to seek the broadest possible support to make such experiences available. It is an imperative for life in our interdependent world!

# BIBLIOGRAPHY

Publications selected for this bibliography are thought to be of particular interest to advisers on opportunities abroad. The latest "Study Abroad Bibliography" assembled by SECUSSA is available for postage and handling from the NAFSA Central Office, 1860 19th St., N.W., Washington, D.C. 20009. It offers a more comprehensive listing than the one below and is revised periodically to remain current.

### STANDARDS AND RESPONSIBILITIES

**Standards and Responsibilities in International Educational Interchange, Guideline Series: I.** Washington, D.C.: National Association for Foreign Student Affairs, 1979. A revised statement to guide professionals and volunteers working with foreign students, scholars and international exchanges. Special sections pertain to advisers on student opportunities in other countries.

### STUDY, TRAVEL AND WORK ABROAD

**American Students and Teachers Abroad.** Washington, D.C.: Office of Education, U.S. Department of Health, Education and Welfare. 1979 revised edition in preparation. Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Includes advice on selecting programs, information on opportunities at various levels (elementary through graduate and professional), employment, and career guidance.

**The Student Travel Catalog.** New York: Council on International Educational Exchange. Revised annually and distributed free through campus advisory offices. Includes CIEE student flight schedules, other modes of travel, accommodations, summer jobs, guide books.

**Whole World Handbook—A Student Guide to Work, Study and Travel Abroad.** Marjorie A. Cohen and Margaret E. Sherman. New York: Council on International Educational Exchange and Frommer-Pasmantier Publishing Co. 1978-79 edition, 310 pp., $3.95. Revised biennially. A basic reference for study and travel, with considerable information also on short and long-term employment and voluntary service. Lists sources of information on 127 countries. Study programs listed are largely those of CIEE member institutions.

Sample guides prepared and distributed by campuses:

**A Stanford Student's Guide to Study, Work and Travel Abroad.** Jeanette Philips, Editor. Stanford, California: The Overseas Opportunities Center, Bechtel International Center, Stanford University, 1977. 38 pp. $.50. Accessible information sources, essentials for preparation to go, and important considerations for study, employment and travel. A very good compilation.

**European Adventure Pack.** Minneapolis, Mn.: International Study and Travel Center, University of Minnesota. Revised biennially. 1977 edition, 48 pp. $1. Well-prepared advice for the student traveler.

**MSU Guide to Study and Travel Abroad.** East Lansing, Mi.: Office of Overseas Study, Michigan State University. 39 pp. Primarily designed for a London-based group, but contains some good general information, including a statement of student rights and responsibilities.

### STUDY ABROAD

**Study Abroad.** Gail Cohen, Editor. New York: Institute of International Education. Revised annually. 1979 edition, 185 pp. $6. Similar to the academic year publication, and also a basic reference. Includes over 900 programs offered by U.S. and foreign universities and non-academic organizations.

**Students Abroad: A Guide for Selecting a Foreign Educational Opportunity.** AACRAO-NAFSA Task Force on Study Abroad. Washington, D.C.: National Association for Foreign Student Affairs, 1979. A guide for student use, but also useful for advisers. Includes evaluative questions and a check list. An important advisement tool which should be available to give or sell to interested students.

**U.S. College-Sponsored Programs Abroad: Academic year.** Gail Cohen, Editor. New York: Institute of International Education. Revised annually. 1979 edition, 181 pp. $6. A basic reference. Describes some 900 semester and academic year programs sponsored by U.S. colleges, universities, and consortia. Information on fields of study, credits, costs, housing, scholarships, and languages of instruction.

### HANDBOOKS ON INTERNATIONAL STUDY FOR U.S. NATIONALS

**Vol. I. Study in Europe.** Nancy Young, Mary Louise Taylor, Editors. New York: Institute of International Education, 1976. 307 pp. $10 clothbound. A guide to educational opportunities in 196 fields of study in more than 900 institutions in 28 countries. Gives information on degrees, awards, volunteer and work opportunities, government regulations and helpful organizations.

**Vol. II. Study in the American Republics Area.** Janet Lowenstein, Mary Louise Taylor, Editors. New York: Institute of International Education, 1976. 230 pp. $6.95, paperback; $12 clothbound. Educational opportunities in 113 fields of study at more than 600 institutions in 29 countries of South and Central America, Mexico, and the Caribbean. Includes information on scholarships and fellowships, non-university study programs, and government regulations for study and employment in each country.

**Vol. III. Study in Africa and the Near and Middle East.** In preparation. Publication expected in 1980.

**Vol. IV. Study in Asia and Oceania.** In preparation. Publication expected in 1981.

These are important and comprehensive reference works which are a welcome replacement for a single-volume handbook published in 1970.

**Basic Facts on Foreign Study.** New York: Institute of International Education. Revised annually. 4 pp. $5 per 100; single copies free. A short guide to what to expect on a study abroad program and where to find pertinent information.

**The New Guide to Study Abroad.** John A. Garraty, Lily von Klemperer, and Cyril J.H. Taylor, Editors. New York: Harper & Row. Revised biennially. $5.95 paperback; $15.95 hard cover. A comprehensive book by authors who have been involved with study abroad for many years. A standard reference. Covers academic year and summer programs of U.S. foreign institutions and organizations, scholarships, teaching and other work opportunities, and programs for secondary school students. Titles and sources of many free information items are listed in country profiles and footnotes throughout the volume.

### FINANCIAL AID TO STUDENTS FOR STUDY ABROAD

**Fellowships, Scholarships and Related Opportunities in International Education.** Knoxville, Tennessee: Division of International Education, University of Tennessee. $4. A single institution's effective effort to provide comprehensive information to its students.

**Grants and Fellowships in International Studies.** Pittsburgh: International Studies Association (Dept. A., 4G3L Forbes Quadrangle, University of Pittsburgh, zip 15260). Revised annually. $3.50. Information on grants and fellowships for travel or study at both pre- and post-doctoral levels.

**Scholarships and Fellowships for Foreign Study—A Selected Bibliography.** New York: Institute of International Education. Revised regularly. 1979 edi-

tion. 8 pp. Single copies free; $5 per 100. Excellent compilation of sources on this subject.

See also the IIE **Handbooks on International Study for U.S. Nationals** and the section on financial aids in the U.S. Office of Education publication, **American Students and Teachers Abroad.** Both are listed above.

### WORK AND VOLUNTEER SERVICE ABROAD

**Career Opportunities in the International Field.** James Knott. Washington, D.C.: School of Foreign Service, Georgetown University. Revised 19791 edition in preparation. A basic reference.

**Federal Jobs Overseas.** Washington, D.C.: U.S. Civil Service Commission. Revised annually. Obtain from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

**International Directory for Youth Internships.** New York: United Nations Headquarters, NGO Youth Caucus, c/o Social Development Division, Room DC-977, United Nations, NY 10017. $2. Short-term professional opportunities.

**Invest Yourself.** Commission on Voluntary Service and Action (CVSA). Revised annually. Order from LAOS/ASF, Circulation Dept., 418 Peltoma Road, Haddonfield, NJ 08033. $2.25. Lists numerous opportunities for volunteer service in other countries.

**National Directory of Summer Internships for Undergraduate College Students.** Mary E. Updike and Mark E. Rivera. Haverford, Pennsylvania: Career Planning Office, Haverford College, 1977 with 1978 addendum. 153 pp. $9. Prepared for career guidance programs of Haverford and Bryn Mawr Colleges. Listings by field and sponsor.

**Teaching Abroad.** Gail Cohen, Editor. New York: Institute of International Education, 1976, 87 pp. $6. Lists more than 150 teaching programs at all levels, as well as opportunities for guidance and administrative personnel. Gives information on qualifications, numbers of positions, language of instruction, benefits, duration, and application procedures. Also describes student teaching, non-classroom teacher-related work, research grants, and study programs for teachers on sabbaticals.

**The Directory of Overseas Summer Jobs.** Cincinnati, Ohio: Writer's Digest Books (9933 Alliance Rd., zip 45242). Revised annually. $6.95.

**Workcamps Programme.** Paris: Coordinating Committee for International Voluntary Service, UNESCO. Revised regularly. Order from COTRAVAUX, 11 rue de Clichy, 75009 Paris, France, enclosing four international postal reply coupons. Gives addresses and descriptions of work campus in more than 50 countries.

### HEALTH INFORMATION FOR TRAVELERS

**Health Precautions for Foreign Travel.** Order from D. Blitz, Dept. SA, P.O. Box 2382, Boston, Ma. 02107. 31 pp. $2.25. Medical information for those on well-travelled routes and also in remote areas abroad.

**The Year-Round Travelers' Health Guide.** Patrick J. Doyle and James E. Banta. Washington, D.C.: Acropolis Books, Ltd. :2400 17th St., NW, zip 20009.) $4.95. Both authors are public health physicians.

### EVALUATION OF STUDY ABROAD PROGRAMS

**A Guide to Institutional Self-Study and Evaluation of Educational Programs Abroad.** New York: Council on International Educational Exchange, 1965. 48 pp. $1. For many years the only evaluation guide available, and still a useful document.

**Evaluating Academic Programs Abroad: The CIEE Project.** Irwin Abrams and Francis H. Heller. Occasional Papers, No. 21. New York: Council on International Educational Exchange, February, 1978. 14 pp. Free. Report of the evaluation process used by teams organized by CIEE to evaluate slected programs of member institutions over a three-year period.

**Study Abroad Programs: An Evaluation Guide** AACRAO-NAFSA Task Force on Study Abroad. Washington, D.C.: National Association for Foreign Student Affairs, 1979. A comprehensive evaluation instrument based upon examination of printed materials and information from administrators, program alumni, and an on-site visit to the program abroad. Can be used by program sponsors or by external evaluation teams.

**The American Undergraduate, Off-Campus and Overseas: A Study of the Educational Validity of Such Programs.** W. Frank Hull IV, Walter H. Lemke, Jr., and Richard Ting-ku Houang. New York: Council on International Educational Exchange, January, 1977. 60 pp. $3. Report of a research project which included evaluation of study abroad programs sponsored by selected U.S. colleges and universities in 12 countries.

### UNIVERSITIES AND EDUCATIONAL SYSTEMS ABROAD

**Commonwealth Universities Yearbook.** Sir Hugh W. Springer, T. Craig, Editors. London: Association of Commonwealth Universities. Revised annually. 1979-80 edition, 2650 pp., 4 volumes, $92.50. Available from International Publications Service, 114 E. 32nd St., New York, N.Y. 10016. Includes information on universities in the British Commonwealth of nations.

**Higher Education Reform: Implications for Foreign Students.** Barbara Burn, Editor. New York: Institute of International Education, 1978. 172 pp. $12. Student exchange between the United States and France, Federal Republic of Germany, United Kingdom, Italy, Scandinavia, and Spain, and the implications of major changes in the educational systems of those countries.

**International Handbook of Universities and Other Institutions of Higher Education.** D.J. Aitken, H.M.R. Keyes, Editors. Paris: International Association of Universities, 1977. 1182 pp. $32.50. Revised every three years. Now published and distributed by the Macmillan Press, 866 3rd Avenue, New York, N.Y. 10022. Covers institutions in most countries of the world, excluding the British Commonwealth and the United States.

### SUGGESTED BASIC LIBRARY COLLECTIONS

The following titles are among the fact sheets prepared by the International Center of the University of Michigan:

**Basic Books for Student Travel Advisers.** Includes 8 titles costing less than $55, plus 7 more for an additional $28.

**Resource Materials for Study Abroad Advisers.** Six titles judged essential for a basic library for a total cost of under $30, and additional materials that would bring the total cost to $200.

**Suggested Basic Library on International Employment Options.** Eleven titles whose total cost is under $38.

*Appendix A*

# ACRONYMS

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|---|---|
| AACJC | American Association of Community and Junior Colleges |
| AACRAO | American Association of Collegiate Registrars and Admissions Officers |
| AAI | African American Institute |
| AASCU | American Association of State Colleges and Universities |
| AAU | American Association of Universities |
| A.C.E. | American Council on Education |
| A.C.E./IEP | International Education Project of the American Council on Education |
| ADSEC | Admissions Section of NAFSA, one of five professional sections |
| A.I.D. | U.S. Agency for International Development |
| A.I.D./NAFSA | Joint Liaison Committee of A.I.D. and NAFSA |
| AIESEC | Association for International Exchange of Students in Economics and Commerce |
| AKF | American Kor-Asian Foundation |
| AMIDEAST | American Friends of the Middle East |
| ANTFOSA | AACRAO-NAFSA Task Force on Study Abroad |
| ATESL | Association of Teachers of English as a Second Language, a professional section of NAFSA |
| CAFSS | Council of Advisers to Foreign Students and Scholars, a professional section of NAFSA |
| CB | College Board, formerly the College Entrance Examination Board |
| CEEB | College Entrance Examination Board, the former name of the College Board |
| CGS | Council of Graduate Schools |
| CIEE | Council on International Educational Exchange |
| COMSEC | Community Section of NAFSA, one of five professional sections |
| COOP | Cooperative Projects Committee of NAFSA administers grants to campuses and organizations for the enrichment of the U.S. experience of foreign students. |
| COSERV | National Council for Community Services to International Visitors |
| DOS | U.S. Department of State |
| EIL | Experiment in International Living |
| EFL | English as a Foreign Language |
| ESL | English as a Second Language |
| ETS | Educational Testing Service |
| FSA | Foreign Student Adviser |
| FSS | Foreign students and scholars |
| HEW | U.S. Department of Health, Education and Welfare |
| IAESTE | International Association for the Exchange of Students for Technical Experience |
| IATA | International Air Transport Association |
| ICA | U.S. International Communication Agency |
| ICW | Intercultural Communication Workshop |
| IIE | Institute of International Education |
| INS | U.S. Immigration and Naturalization Service |
| ISS | International Student Service |
| ISTC | International Student Travel Conference |
| NAFSA | National Association for Foreign Student Affairs |
| NASULGC | National Association of State Universities and Land Grant Colleges |
| NLC | National Liaison Committee on Foreign Student Admissions, includes representatives of AACRAO, CB, CGS, IIE, and NAFSA |
| SATA | Student Air Travel Association |
| SECUSSA | Section on U.S. Students Abroad, a professional section of NAFSA |
| TEFL | Teacher (or teaching) English as a foreign language |
| TOEFL | Test of English as a Foreign Language administered by the Educational Testing Service |
| UN | United Nations |
| UNDP | United Nations Development Program |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| USEC | United States Education Commission administers the Fulbright-Hays Program in a given country abroad |
| USFSR | U.S.-foreign student relations |
| USOE | U.S. Office of Education in the Department of Health, Education and Welfare |
| VISTA | Volunteers in Service to America, administers the Peace Corps. |

*Appendix B*
*University of Michigan*
*International Center*

# SUMMER JOBS ABROAD

### Availability of Jobs

Finding a summer job abroad is a difficult assignment. Most countries have unemployment problems, so the governments discourage the hiring of foreigners to do work which can be done by local people. Usually there is a hierarchy of hiring. First preference is given to citizens of the country itself; second preference is given to citizens of countries with whom there are formal economic (the Common Market) or historical ties (the British Commonwealth). In theory an employer must attempt to hire someone from one of these two sources before other foreigners can be considered.

Many student travelers abandon the idea of working abroad when they discover the nature of available jobs. The work is not what most people want or expect in summer jobs. Usually the hours are long, the pay is low, the work is menial. Salaries will cover food, accommodations, and daily expenses, but not trans-Atlantic transportation or independent travel in most cases. If you have a summer job abroad, the experience will probably cost you money or you may break even. It is very unlikely you will be able to make money.

For those who are determined to spend the time looking and who don't object to the nature of most jobs abroad, definite options do exist. Each January, *The Directory of Overseas Summer Jobs* is published, and it contains 50,000 specific job listings located in countries around the world. Refer to the section below, "Types of Available Jobs," and the various books mentioned below for more information.

### Approaches to Securing a Job Abroad

There are two basic approaches: (1) line up the job through a letter writing campaign before leaving the USA, or (2) go abroad and seek out employment in areas where you want to live. There are significant advantages and disadvantages to each approach. If you try the first method, you might not obtain a very good job or any job at all. However, at least this method will not cost you a lot of money. If you try the second method, you might find a better job. On the other hand, you might fail altogether and will have spent a lot of money in the process. Consider what risks you are willing to take and choose the appropriate approach.

If you decide to apply for a job before leaving the USA, read the "Notes on Applying for a Job" on page 6 and 7 of *The Directory of Overseas Summer Jobs*. Follow up on any contacts you, your family or friends may have overseas. These usually lead to the most interesting jobs. Regardless of the approach you use, early in the job hunt become familiar with the working paper regulations and overall potential for employment for the countries of interest. Read *The Directory* and *The Whole World Handbook* for this information.

### Working Papers

Job hunting for work abroad is made more difficult and complicated than in the USA because you are usually required to have working papers. Working papers are permission from a government to be in the country for a fixed period of time to work at a specific job. To obtain working papers either you or your prospective employer has to petition the government to allow you to work. The exact procedure varies from country to country. Refer to *The Directory* (pp. 127-139) for a review of working paper, visa and residence regulations.

Because the process of obtaining working papers is a time-consuming and bureaucratic one, many employers are not interested in hiring someone who must have them to work. As a result some students elect to work illegally without papers. This can be risky, for if you are caught, you may be deported. For some countries it is possible to buy working papers before leaving the USA and thus remove this significant hurdle to finding an overseas job.

### CIEE Working Papers Program

Because of reciprocal governmental agreements, a student can buy working papers for Britain, France, Ireland, or New Zealand from the Council on International Educational Exchange (CIEE). Along with the papers CIEE provides information on how to find a job and possible places to live. These papers will enhance your chances of obtaining a job abroad whether you choose to line one up before leaving the USA or after arriving abroad. Employers will be more likely to hire you if you can tell them you already have working papers. For more information on the CIEE Working Papers Program, consult the *Student Travel Catalog* available in the International Center, or write CIEE, 777 United Nations Plaza, New York, N.Y. 10017.

### Types of Available Jobs

*Tourist Industry Related Jobs.* The vast majority of jobs available to students during the summer are in the tourist-related businesses. These jobs are low paying and usually do not require previous training. Many do require some ability to communicate in a language other than English. Typical jobs include being a waiter, chamber maid, cook, cashier, sales clerk, receptionist or dishwasher. Hours are usually long (8-10 hours/day, 5-6 days/week), and pay usually just covers your room and board expenses. To get one of these jobs, make direct application to one of the companies listed in the *Directory of Overseas Summer Jobs* or look for a job once you are abroad.

*Outdoor Work.* It is possible to get agricultural jobs such as picking grapes in France, cutting hay in Norway, or picking oranges in Israel. There are a few summer camp counselor jobs available in France for students with good French and prior counselor experience. As is the case with tourist-related jobs, hours are long and pay is low.

*Au Pair.* For women, there is the option to live with a family and receive free room and board, and sometimes, spending money in exchange for helping take care of the children and the housework. One must be willing to work at least a month, and knowledge of the language of the country is quite helpful, although not always required. Most au pair jobs are in France. Agencies can place you in an au pair job in France for a small fee. Refer to *The Whole World Handbook*, page 84, for names and addresses.

*Kibbutz.* The kibbutzim of Israel offer several programs to Americans who want to work on a kibbutz. These include working for a minimum of one month on a kibbutz or the option of combining kibbutz work with study and travel. Unlike most summer jobs, work on a kibbutz is fairly easy to obtain. It can be arranged in advance through organizations described in the *Whole World Handbook*, through Hillel (on Hill Street) or once you get to Israel.

*Digs and Other Volunteer "Jobs."* A variety of "jobs" exist in which you pay room, board, and, in some cases, administrative expenses for the opportunity to work. For those interested in archeology, there are digs in England and Israel each summer. In France you can work on restoration of a castle, or in

Africa or Mexico you can help with construction on health and nutrition projects.

*Traineeships.* Traineeships represent one of the few summer abroad work options where you can do something related directly to your college major and career goals. Traineeships usually last 2 to 43 months, pay well enough to cover room and board, and are primarily available to students wo have completed at least two years of college. The two major traineeship programs are:

*AIESEC:* For students primarily in the fields of economics and business management.

*IAESTE:* For students in the fields of engineering, agriculture, architecture, mathematics, and the natural and physical sciences.

If you are thinking of applying for one of these traineeships, contact the organization's campus representative. *Places available are limited.* Applications for IAESTE are usually due by mid-December. AIESEC applicants must join the local AIESEC chapter early in the fall and work for the chapter throughout the academic year if they are to be considered for placement the following summer.

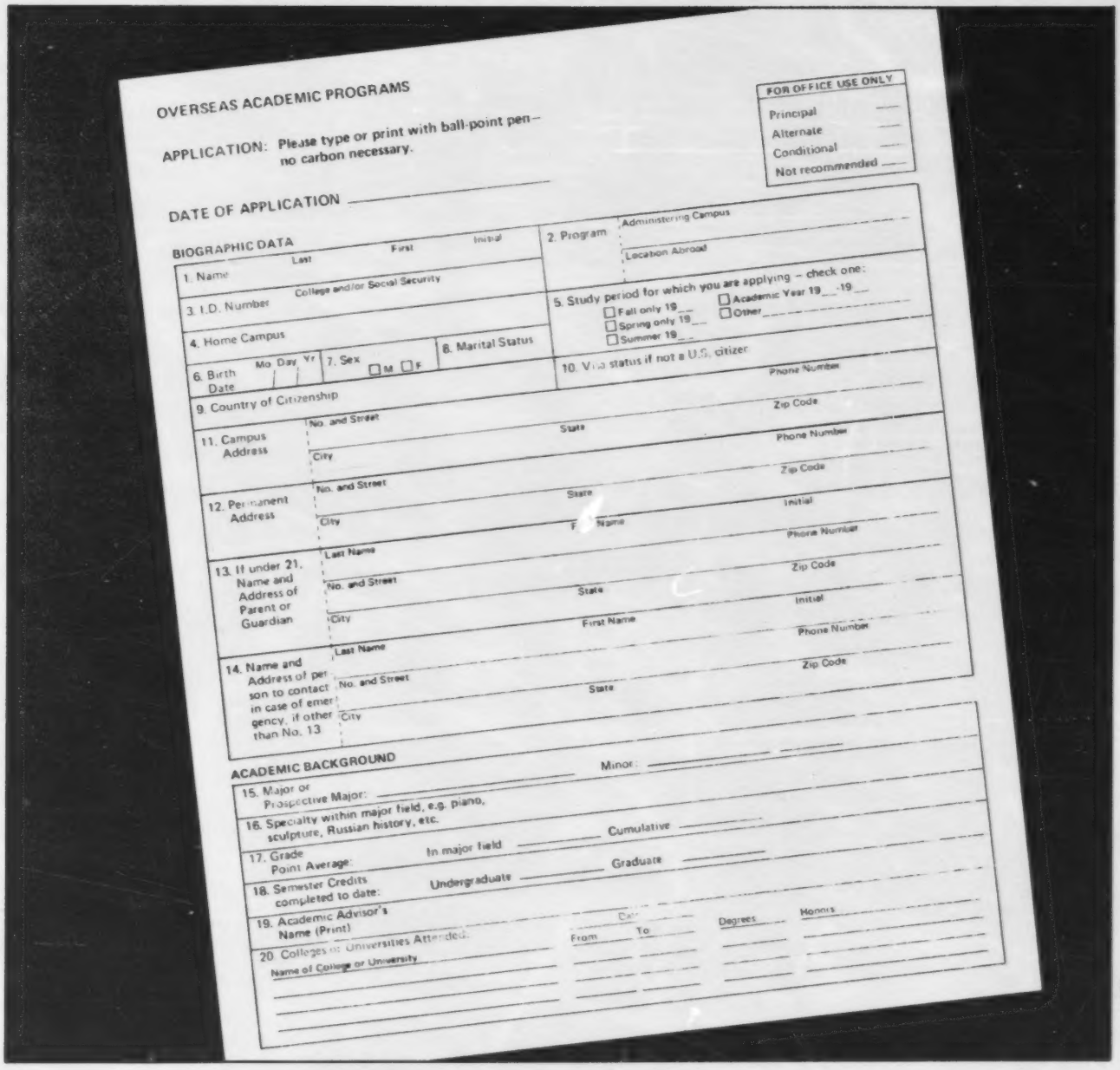
*Semi-Skilled and Skilled Jobs.* We hear reports from time to time of people who have worked in semi-skilled or skilled summer jobs abroad. Usually they are a result of connections or being in the right place at the right time with the right work background and skills. It is virtually impossible for college undergraduates and recent graduates to obtain this type of job abroad for a summer.

**Where to Look for More Information**

The best sources of information about summer jobs abroad are in the *Directory of Overseas Summer Jobs* and *The Whole World Handbook.* The directory, published annually, lists 50,000 actual job openings around the world. It also contains country-by-country information on visa and working paper requirements. *The Whole World Handbook,* published bienially, contains a country-by-country overview of job prospects plus the names and addresses of major organizations that assist people in finding jobs abroad. *Summer Jobs in Britain* and *Emplois D'ete en France,* both published annually, contain listings of specific jobs for Britain and France. *The Student Travel Catalog* contains details about the CIEE working papers program. Another source of information is the consulate(s) of the country(ies) in which you hope to work. Write them letters requesting information on summer job options. Addresses of consulates are listed by country in *The Whole World Handbook.*

*Appendix C*
*Sample Consortium Application Form*
*For Study Abroad*

# APPLICATION FOR OVERSEAS ACADEMIC PROGRAM



OVERSEAS ACADEMIC PROGRAMS

APPLICATION: Please type or print with ball-point pen—no carbon necessary.

FOR OFFICE USE ONLY
Principal ___
Alternate ___
Conditional ___
Not recommended ___

DATE OF APPLICATION _____

BIOGRAPHIC DATA

1. Name (Last, First, Initial)
2. Program (Administering Campus; Location Abroad)
3. I.D. Number (College and/or Social Security)
4. Home Campus
5. Study period for which you are applying – check one:
☐ Fall only 19__ ☐ Academic Year 19__-19__
☐ Spring only 19__ ☐ Other_____
☐ Summer 19__
6. Birth Date (Mo. Day Yr.)
7. Sex ☐ M ☐ F
8. Marital Status
9. Country of Citizenship
10. Visa status if not a U.S. citizen
11. Campus Address (No. and Street; City; State; Zip Code; Phone Number)
12. Permanent Address (No. and Street; City; State; Zip Code; Phone Number)
13. If under 21, Name and Address of Parent or Guardian (Last Name, First Name, Initial; No. and Street; City; State; Zip Code; Phone Number)
14. Name and Address of person to contact in case of emergency, if other than No. 13 (Last Name, First Name, Initial; No. and Street; City; State; Zip Code; Phone Number)

ACADEMIC BACKGROUND

15. Major or Prospective Major: _____ Minor: _____
16. Specialty within major field, e.g. piano, sculpture, Russian history, etc.
17. Grade Point Average: In major field _____ Cumulative _____
18. Semester Credits completed to date: Undergraduate _____ Graduate _____
19. Academic Advisor's Name (Print)
20. Colleges or Universities Attended:

| Name of College or University | Dates From | Dates To | Degrees | Honors |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

We are pleased that you are applying for an Overseas Academic Program sponsored by the consortium. The International Education Office from which you obtain this form should have information on the overseas programs available. The attached application forms are to be used for all programs, regardless of which campus administers them. There are five parts to the application.

1. The two-page application form is set up on NCR paper to enable you to make four copies without using carbon paper. The first two copies are to be sent to the Director of International Education of the campus administering the program for which you are applying. The third copy is for the Director of International Education of your home campus, and the fourth copy for your own files. Please type or use ball point pen.
2. The "Applicant's Program of Study Statement" which is to be carefully written and then reviewed with and signed by your department chairman or academic adviser, who should make a copy for your file in his office. The signed form is also to be returned to the Director of International Education of the campus administering the program.
3. The "Foreign Language Proficiency Form" required for programs in which a language other than English is the major language of instruction. You are to fill in your name, the administering campus and overseas location of the program, and the language of instruction at the top of the form. At the bottom also fill in the address of the Director of International Education of the administering campus. Then ask a teacher of the language in question to complete the form and mail it directly to the address you have given—it would be a courtesy for you to supply an addressed and stamped envelope for this purpose.
4. Three copies of the "Confidential Reference Form" upon which you are again to fill in your name, the program designation, and the type of reference at the top of the form, and the address of the International Education Office of the administering campus at the bottom. Forms should be given to two professors who know you well and are able to judge your academic qualifications for study abroad. The third should be given to a person who is particularly acquainted with your nonacademic attributes, interests, and activities, and who is *not* another student or a member of your family. Again the completed forms are to be mailed directly to the International Education Office of the administering campus, preferably in stamped and adressed envelopes you have provided.
5. **IMPORTANT:** *An official copy of your academic transcript is required as part of your application.* If you are a college freshman have your high school record sent. In either case please ask that the name of the program for which you are applying be noted on the transmittal document.

Be sure that your complete application reaches the International Education Office of hte administering campus as early as possible, but at least by the deadline date set for the particular program. A separate application is required for each program to which you wish to apply. All applications for a given program are reviewed by a selection committee, and all applicants will be notified by the administering campus as quickly as possible concerning the action taken on their respective applications. Those accepted in the program will receive information concerning travel arrangements, orientation, payment schedules, passports and visas, health insurance, and other essential details. *All participants must register and pay tuition on their home consortium campuses.* Non-consortium students normally register and pay tuition at the campus administering the program. Procedures for registration may be obtained from the International Education Office of _____.

## OVERSEAS ACADEMIC PROGRAMS

## APPLICANT'S PROGRAM OF STUDY STATEMENT

| Applicant's Name (Print) | | |
|---|---|---|
| Program | Administering Campus | Location Abroad |

Write a concise statement of your proposed program of study abroad and how it will be related to your present academic program. Also describe the personal benefits you expect to receive from the program. Use the reverse side of this sheet and an additional page if necessary. Submit your statement to your department chairman or academic adviser for his approval and signature and then send it to the International Education Office of the campus that is administering the program to which you are applying.

| Name of Department Chairman or Academic Adviser | Title |
|---|---|
| Signature | Date |

(NOTE: It is suggested that a copy of the signed form be retained in the student's advisement file.)

## OVERSEAS ACADEMIC PROGRAMS

## APPLICATION: Page 2.

| Applicant (Print) | | |
|---|---|---|
| Program | Administering Campus | Location Abroad |

21. Language courses you will have taken prior to the beginning of the program that would be of value in preparing to converse or understand instruction abroad.

| Title | Credits | Grades | H.S. or College |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

22. Estimate your proficiency in the language of greatest importance in the program (except English). Language: _____

| | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| Speaking | | | | |
| Listening Comprehension | | | | |
| Reading | | | | |
| Writing | | | | |

23. List course(s) other than those in Item 21 above, which you have taken or are taking that are related to the program.

| Title | Credits | Grades | H.S. or College |
|---|---|---|---|
| | | | |
| | | | |
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### MISCELLANEOUS

24. Please describe your plans for financing your participation in an overseas study program.

25. State briefly any additional information that may be useful to the selection committee in evaluating your candidacy, including any travel or residence in other countries or other regions of the United States.

**Send the first two copies to the International Education Office of the campus administering the program. Obtain the correct mailing address from your home campus International Education Office, and leave the third copy at that office. Retain the last copy for your own records.**

## OVERSEAS ACADEMIC PROGRAMS

## FOREIGN LANGUAGE PROFICIENCY FORM

| Applicant's Name (Print) | | |
|---|---|---|
| Program | Administering Campus | Location Abroad |

**Language** _____

If a language other than English is the language of instruction in the program abroad, this form must be filled in by a language teacher, who from previous knowledge or by interview can evaluate the proficiency of the applicant in the program's language of instruction.

1. Please check the appropriate spaces to indicate your assessment of the applicant's present ability in the program's language of instruction:

| | Excellent | Good | Fair | Poor | No Ability |
|---|---|---|---|---|---|
| Reading in his field | | | | | |
| Understanding lectures | | | | | |
| Composition | | | | | |
| Conversation | | | | | |

2. Please rate the applicant by checking the statement below that most accurately describes your judgment of his language ability:

- ☐ Should have no difficulty
- ☐ Should be able to manage adequately after a short period of adjustment abroad
- ☐ Should be able to manage adequately after some additional formal language training
- ☐ Appears to require considerable training in the language before the necessary competence could be achieved

3. Please indicate the experience with this student upon which your evaluation has been made.

4. Please add in the space below or on the reverse side any comments you feel would aid in understanding the candidate's qualifications.

| Evaluator's Name (Print) | Title and Department |
|---|---|
| Institution | Signature Date |

**Please return this form to:**
**(Applicant is to insert the address of the International Education Office of the campus administering the program for which he is applying.)**

_____

_____

## OVERSEAS ACADEMIC PROGRAMS

## CONFIDENTIAL REFERENCE FORM

| | |
|---|---|
| Applicant's Name (PRINT) | |
| Program | Administering Campus / Location Abroad |
| Type of Reference: ____ Academic ____ Non-Academic | |
| I Agree ☐ or I Do Not Agree ☐ | To waive my right to access to this reference to be completed by: _____ NAME OF REFEPENCE |

The student named above is applying for the designated overseas academic program. We would appreciate your assessment of the applicant's attributes with which you are familiar.

1. Basis and extent of your acquaintance with the applicant:

2. Academic attributes:

| | Excellent | Good | Fair | Poor | No Opportunity to Evaluate |
|---|---|---|---|---|---|
| Competence in major or specialization | | | | | |
| Academic interest and motivation | | | | | |
| Capacity for independent study | | | | | |
| Resourcefulness | | | | | |
| Reliability | | | | | |
| Integrity | | | | | |

3. Non-academic attributes:

| | Excellent | Good | Fair | Poor | No Opportunity to Evaluate |
|---|---|---|---|---|---|
| Level of maturity | | | | | |
| Ability to adapt to new or unstructured circumstances | | | | | |
| Self-confidence and self-esteem | | | | | |
| Ability to relate well to others | | | | | |
| Emotional stability | | | | | |
| Open-mindedness | | | | | |
| Integrity | | | | | |

4. If you were a resident director of an overseas academic program, would you be eager, willing, or reluctant to have the applicant participate?

5. Please state frankly, on the reverse side, your opinion of this candidate's chances for success (both academic and non-academic) in a study abroad program, weighing both his strong and weak points.

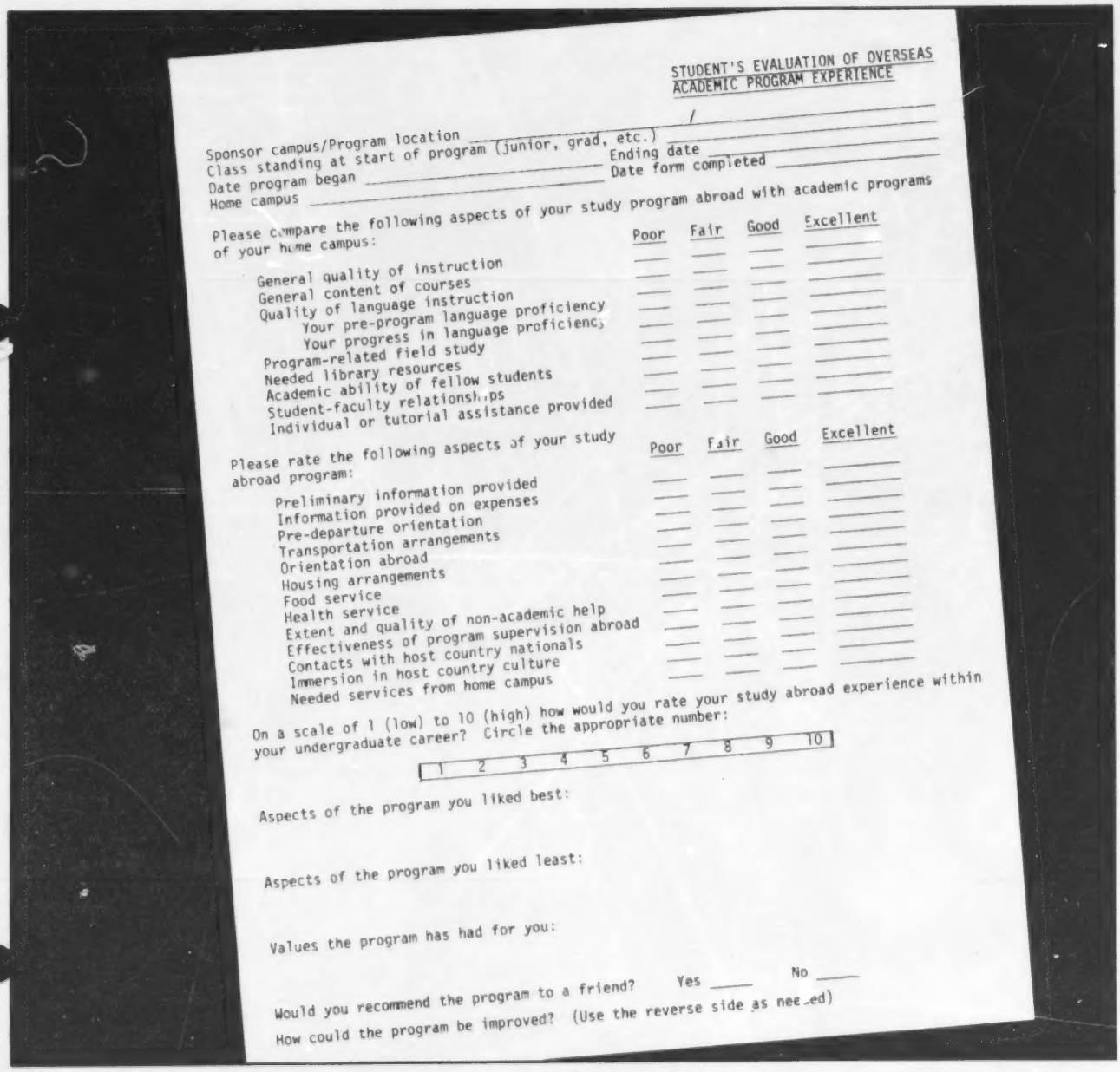
| | |
|---|---|
| Evaluator's Name (Print) | Title and Department |
| Institution | Signature / Date |

Please return this form directly to:
(Applicant is to insert the address of the International Education Office of the campus administering the program for which he is applying.)

*APPENDIX D*

*Student's Evaluation of*
*Overseas Academic Program Experiences*

# SAMPLE FORM



STUDENT'S EVALUATION OF OVERSEAS ACADEMIC PROGRAM EXPERIENCE

Sponsor campus/Program location _____ /
Class standing at start of program (junior, grad, etc.) _____
Date program began _____ Ending date _____
Home campus _____ Date form completed _____

Please compare the following aspects of your study program abroad with academic programs of your home campus:

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| General quality of instruction | ___ | ___ | ___ | ___ |
| General content of courses | ___ | ___ | ___ | ___ |
| Quality of language instruction | ___ | ___ | ___ | ___ |
| Your pre-program language proficiency | ___ | ___ | ___ | ___ |
| Your progress in language proficiency | ___ | ___ | ___ | ___ |
| Program-related field study | ___ | ___ | ___ | ___ |
| Needed library resources | ___ | ___ | ___ | ___ |
| Academic ability of fellow students | ___ | ___ | ___ | ___ |
| Student-faculty relationships | ___ | ___ | ___ | ___ |
| Individual or tutorial assistance provided | ___ | ___ | ___ | ___ |

Please rate the following aspects of your study abroad program:

| | Poor | Fair | Good | Excellent |
|---|---|---|---|---|
| Preliminary information provided | ___ | ___ | ___ | ___ |
| Information provided on expenses | ___ | ___ | ___ | ___ |
| Pre-departure orientation | ___ | ___ | ___ | ___ |
| Transportation arrangements | ___ | ___ | ___ | ___ |
| Orientation abroad | ___ | ___ | ___ | ___ |
| Housing arrangements | ___ | ___ | ___ | ___ |
| Food service | ___ | ___ | ___ | ___ |
| Health service | ___ | ___ | ___ | ___ |
| Extent and quality of non-academic help | ___ | ___ | ___ | ___ |
| Effectiveness of program supervision abroad | ___ | ___ | ___ | ___ |
| Contacts with host country nationals | ___ | ___ | ___ | ___ |
| Immersion in host country culture | ___ | ___ | ___ | ___ |
| Needed services from home campus | ___ | ___ | ___ | ___ |

On a scale of 1 (low) to 10 (high) how would you rate your study abroad experience within your undergraduate career? Circle the appropriate number:

1 2 3 4 5 6 7 8 9 10

Aspects of the program you liked best:

Aspects of the program you liked least:

Values the program has had for you:

Would you recommend the program to a friend? Yes _____ No _____

How could the program be improved? (Use the reverse side as needed)